

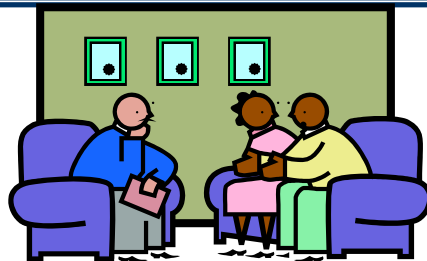
# Professional Counseling

*Master of Science and  
Specialist in Education Programs*

## Student Handbook

2009 - 2010

**Department of Counseling &  
Psychological Services  
College of Education  
Georgia State University  
2009-2010**



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## Quick Contact Reference

- ✓ **CPS Department Web Site** <http://education.gsu.edu/cps/>
- ✓ **Problems with Go Solar** Contact Registrars Office 404-413-2600  
The CPS department has no role in setting Go Solar registration days/times.
- ✓ Any questions relating to **graduate admissions**, including:
  - Admissions policies for College of Education and GSU
  - Graduation audits
  - Graduate Catalog regulations
  - Changing programs
  - Transient StudentContact the Office of Academic Assistance and Graduate Admissions 404-413-8000
- ✓ **Graduation Questions** – contact Graduation Office 404-413-2248
- ✓ **Course Authorizations**  
Pick up form at Front Desk of CPS Department or get online at:  
[http://education.gsu.edu/cps/docs/CPS\\_COURSE\\_AUTHORIZATION\\_PROCEDURES.doc](http://education.gsu.edu/cps/docs/CPS_COURSE_AUTHORIZATION_PROCEDURES.doc)  
Turn form in to Annette Johnson: [ajohnson@gsu.edu](mailto:ajohnson@gsu.edu)
- ✓ **Course Authorizations, Overrides, Comprehensive Exam, Practicum/Internship process questions**  
contact Annette Johnson: [ajohnson@gsu.edu](mailto:ajohnson@gsu.edu)
- ✓ **Practicum/Internship Web** site is located at <https://ssl.education.gsu.edu/cps/practicum-internship/main.asp>
- ✓ **Questions related to the CPS programs**, including program course requirements, course content, career plans, and expectations for your field of preparation and interest, contact Academic Advisor for CPS
- ✓ **Parking and Transportation** <http://www2.gsu.edu/~wwwaux/parking/>
- ✓ **Setting up your GSU Student Email Account**  
<https://www.student.gsu.edu/network/started.html>
- ✓ **Getting your GSU Student ID** <http://www.gsu.edu/~wwwaux/panthercard/panthercard.htm>
- ✓ **Resume development, interview skills, job search skills**  
Contact University Career Services, 2<sup>nd</sup> Floor, University Center 404-413-1820
- ✓ **Georgia Licensure Information for Professional Counselors** 478-207-1670  
Contact the Georgia Composite Board of Professional Counselors, Social Workers  
And Marriage and Family Therapists <http://www.sos.state.ga.us/plb/counselors>

**Check Your State Licensure Requirements.** The ability to practice as a licensed counselor, therapist, or mental health professional -- independently and without supervision -- is regulated in all states. **If you intend to seek licensure or certification, check the program requirements for licensure or certification in your home state.** State regulations vary regarding education requirements for professional licensure.

## **GEORGIA STATE UNIVERSITY**

Georgia State University has evolved from a small school of commerce in 1913 with forty-seven students to the second largest university in Georgia. Granted university status in 1969, it now has an enrollment of more than 26,000 students. It comprises six degree granting colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, Law, and the School of Policy Studies. Georgia State University is in the heart of the business district of downtown Atlanta, with part of its campus built over city streets and over its own parking and service areas. A landscaped plaza connects many of the buildings, ten of which have been added to the campus in the past decade.

Georgia State University is a member of the American Association of State Colleges and Universities, the American Association of Urban Universities and the Southern Association of Colleges and Schools. The College of Education is accredited by the State of Georgia Board of Education for Teacher Certification and by the National Council for Accreditation of Teacher Education.

Georgia State University is predominantly a commuter school. There are, however, four dormitories available to students. There is bus service and the rapid rail system for most of Atlanta, as well as commercial student parking decks on campus. Graduate classes are offered both in the day and in the evening. Tuition rates vary for in-state and out-of-state students. Residency status is determined by the residence auditor of the university.

## **COUNSELING AND PSYCHOLOGICAL SERVICES**

### Mission Statement:

Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.

### The Department:

The Department of Counseling and Psychological Services (CPS) is part of the College of Education. Specific master's programs are available in professional counseling, rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialists in Education (Ed. S.) degrees can be obtained in school counseling and professional counseling as well. The Doctor of Philosophy (Ph.D.) degrees can be obtained in counseling, counseling psychology, and school psychology.

A student's skills are developed not only from multi disciplinary course work in and out of the department but also from extensive supervised practica and internships throughout the metropolitan Atlanta area. Students are prepared to work in various settings such as mental health facilities, vocational and technical schools, governmental agencies, labor departments, correctional facilities, business and industries, rehabilitation agencies, and private practice upon licensure.

The educational facilities of the CPS department are located in the College of Education building. The most modern audiovisual equipment is available. Group rooms, observation areas, a playroom, and special classrooms were designed specifically for the department.

The CPS Library became an active component of the College of Education in 1979. The center is housed within the Department of Counseling and Psychological Services and holds the assessment library of materials and equipment for the school psychology training program.

There are a limited number of assistantships available in the university and in the department. Most students, however, have part-time or full-time jobs as they attend school.

## **FACULTY**

Dr. JoAnna White, Department Chair  
Dr. Karen Ripley, Practicum Internship Program Coordinator

Dr. Gary Arthur, Program Coordinator

### **Primary Professional Counseling Faculty**

Dr. Julie Ancis	Dr. Jeff Ashby	Dr. Greg Brack	Dr. Catharina Chang
Dr. Barry Chung	Dr. Brian Dew	Dr. Lea Flowers	Dr. Joseph Hill
Dr. Diane Levy	Dr. Kenneth Matheny	Dr. Jonathan Orr	Dr. Roger Weed

### **Other Counseling and Psychological Services Faculty**

Dr. Catherine Cadenhead	Dr. April Brown	Dr. Scott Decker	Dr. Barbara Gormely
Dr. George McMahon	Dr. Joel Meyers	Dr. Fran Mullis	Dr. Andy Roach
Dr. Steve Truscott	Dr. Kristen Varjas	Dr. Lauren Stern-Wynne	

## **STAFF**

Katie Lowry, Business Manager  
Kim Ford, Staff Assistant  
Annette Johnson, Administrative Coordinator

Lindy Parker, Academic Advisement Coordinator  
LaRose Raston, Administrative Coordinator  
Phyllis Smiley, Administrative Assistant

## **PROGRAM INFORMATION**

The Master of Science (M.S.) program in professional counseling is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from this program does not lead automatically to licensure as an Associate Professional Counselor (APC) or as a Licensed Professional Counselor (LPC). Students are, however, academically prepared to sit for the National Counselor Examination (NCE) and receive the National Certified Counselor credential (NCC) upon completion of the degree. Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding licensure requirements for professional counselors---478-207-1670 or <http://www.sos.state.ga.us/plb/counselors/>.

**The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to become an Associate Professional Counselor/Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not advise or speak for any licensing board.**

*Endorsement Policy:* The Department of Counseling and Psychological Services requires that program faculty endorsement for graduation be given only for the program for which the graduate student has been prepared. Endorsement for licensure is at the discretion of the individual supervisor.

## **STUDENT ACTIVITIES**

All graduate students in counseling and psychological services programs are strongly encouraged to join a professional organization (as student members) that most closely fits with their intended chosen career goals. Possible organizations include the American Counseling Association (ACA) and any divisions/branches of the ACA which are appropriate, the Licensed Professional Counselors' Association of Georgia (LPCA of GA), Student Affiliate Organization (SAO) the Georgia Association for Play Therapy (GAPT), the Association for Play Therapy (APT), the American Association for Marriage and Family Therapist (AAMFT), the Georgia Career Development Association (GCDA) and any other appropriate professional organizations. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

## **PROGRAM OBJECTIVES**

The counselor is prepared to:

- Work individually with clients on educational, vocational, social, emotional, or personal problems.
- Consult with other professionals and administrators concerning the client's developmental needs.
- Participate in psychological assessment programs, including the interpretation of test results.
- Provide information and understanding to clients in the areas of educational, social, or vocational planning.

- Conduct and facilitate local research efforts.
- Practice according to the code of ethics and standards of practice of the American Counseling Association.
- Counsel individually and with groups of clients on educational, vocational, social, emotional, psychological, or personal problems. This will entail seeing clients through out a process of counseling (several sessions per client).
- Demonstrate appropriate measurement and evaluation skills in educational, psychological, sociological, and career assessment of individuals and programs to include the interpretation of test results.
- Provide guidance in the form of information and counsel for understanding to clients in the areas of educational, social, psychological, and career planning.
- Conduct and facilitate evaluation studies through research designs for individual and program effectiveness.
- Utilize appropriate technology to assist in the prevention, interventions, and remediation with clients in educational, psychological, sociological, and career planning.
- Create and promote identity as a professional counselor through advocacy and promotion of the profession.
- Counsel and consult in ethical and professional services to a diverse and multicultural heterogeneous society.
- Develop a professional practice of professional counseling by establishing a firm, theoretical and clinical base upon which to build and practice and;
- Prevent and redress the psychosocial vectors of discrimination, sexism, homophobia, abuse, and inequality across the political and economic spectrum.

All professional counseling students in order to accomplish these goals are charged with acquiring information, skills and/or techniques and in reviewing his or her attitudes relevant to the above content of training

## **STUDENTS' RESPONSIBILITIES**

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the university as well as the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an adviser or other university authority. Each student should become especially familiar with the chapters of the graduate catalog that present the academic requirements for the degree being sought, the offerings and requirements of the student's major department, and any changes published in the *Schedule of Classes* each academic term. Students are to attend to and be familiar with the material presented at the program orientation and in the program handbook.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be

available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Academic Assistance and Graduate Admissions when changes are made by the College of Education. It is especially important that each student note that it is the individual student's responsibility to keep apprised of current graduation requirements for his or her particular degree program.

You can buy a graduate catalog at the GSU bookstore or view the GSU Graduate Catalog at [http://www.gsu.edu/es/catalogs\\_courses.html](http://www.gsu.edu/es/catalogs_courses.html).

## CHANGING MAJOR OR DEGREE STATUS

A Georgia State University graduate student who wishes to change to a different graduate major **must complete an application form and supply all required admission materials for the new major**. In the College of Education, course work completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major's program description and the credits meet all other College of Education guidelines for degree completion *and* if the student's new program adviser approves the application of previously earned credits toward the new program. If the new major is offered by another college, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

## ACADEMIC DISCIPLINE POLICY

### Scholastic Warning

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on *scholastic warning*. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student's program of study. The original grade in a course that has been repeated is *not* dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required course work, if the cumulative GPA is at least 3.00, then the student will return to good standing.

A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may *audit* those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

A graduate student on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required course work but whose latest term's grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the student will return to good standing. A student may not graduate while on scholastic warning.

### Scholastic Suspension

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term's GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a *Petition for Readmission After Scholastic Suspension* form and a reentry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by the following deadlines:

To reenter Fall Term	June 15
To reenter Spring Term	October 15
To reenter Summer Term	March 1

### **Scholastic Probation**

A student who is reinstated after scholastic suspension will be on *scholastic probation*. If the student's graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education. If the student's cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

### **Scholastic Exclusion**

A student may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.

## **PETITION AND APPEALS**

There are petitions and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University colleges would follow the same process when a request involves College of Education courses or program requirements.

***Petition for Waiver or Variance:*** This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

***Petition for Resolution:*** This petition allows for a request to redress an academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by a written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

## **APPEAL PROCEDURE**

Any student in the College of Education may appeal to the Student Affairs Committee for review

of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Shea Allman, 1023 College of Education building, telephone 404/ 413-8127.

### Policy on Student Development and Retention

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, CPS staff and faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. This policy describes the procedures for monitoring and supporting professional and personal development of all students. It also outlines the review and retention procedures in each of the CPS training programs (masters, Ed.S. and doctoral) that will be implemented when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the University's Office of Legal Affairs, to bypass intermediate steps and convene the Department's **ad hoc** Retention Committee to gather information and recommend departmental action in the matter.

#### Monitoring and Supporting Student Development:

1. Once a student is accepted into a program, the Program Coordinator for each program will create a file for each student. These files will be maintained by individual Program Coordinators throughout the student's time at GSU in the CPS department and may be viewed by students by making an appointment with the program coordinator or other authorized faculty member. Persons having access to the contents of this file include the student, the Program Coordinator for the specific program in which the student is enrolled, and Chair of the CPS Department. In the event that student behavioral concerns rise to a level that warrants review by the Review Committee and/or a Retention Committee (please see item #2 for more information regarding these committees), then the faculty members participating on those committees will be granted access to the students' files. Students will be informed of all items that are entered into their folders and those items may include but are not limited to written reports made by faculty of academic and non-academic behavioral concerns, recognition of special or exceptional academic and non-academic student achievements, recommendations and/or decisions rendered by Review Committee and Retention Committee. Students are encouraged to contribute their own materials to this folder including responses to any behavioral reports and/or corrective action recommendations. All items entered into students' folders are to be written and submitted to the Program Coordinator. The Program Coordinator is responsible for maintaining student files.
2. At the beginning of each Fall Semester, Program Coordinators for each Master's/Ed.S./Doctoral program will name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for Master's/Ed.S./Doctoral students in their respective program.

At their discretion, Program Coordinators assign this Review Committee to review students' files and the documentation therein contained related to students' academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by the Review Committee will be sent in writing to the Program Coordinator who will then disseminate those to the student being reviewed and the Chair of CPS.

3. Students' files may contain positive information regarding their non-academic behaviors in the program. Additionally, students' files may contain special acknowledgement of exceptional performance. With students' permission, these accolades may be used by the Program Coordinator to benefit individual students and or the program through such things as program, departmental, or college awards and scholarships, and decisions regarding admission in advanced degree programs at GSU.
4. Each semester the Program Coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. He/she will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinators will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. In the event of repeated negative behavior, the Program Coordinators will issue letters requesting face-to-face meetings with students who fit the criteria. During these meetings, the Program Coordinator will review a written document citing the negative behaviors and discuss corrective action with the student. The written statement citing the negative behaviors and the corrective action related to them will be signed by the student and the Program Coordinator with one copy being provided to the student and another copy being entered into the student's file. At the discretion of the Program Coordinator, negative statements and accompanying information may be reviewed by the Review Committee for possible additional action by the Program Faculty.
5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:
  - a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or
  - b. review of the student's suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work\* for the student; or
  - c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

\* **Remedial work** is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

#### Review and Retention

1. In all review and retention situations, department faculty members retain responsibility for management of their own classrooms. If student behaviors are disruptive to the learning environment

created in the classroom or in field experiences linked to course assignments, faculty members have the right to take immediate action to remedy problematic student behaviors. Faculty are encouraged to use the University's Disruptive Student Conduct Policy. In such instances, faculty members make record of student behaviors and the resulting remedial action taken then submit this documentation to the Program Coordinator for entry into the student folder.

2. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student's enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. Documentation of student behaviors must meet the following criteria:
  - a. Students must be informed of the documentation regarding their behaviors and acknowledge receipt of such documentation. They must also acknowledge that the report will become a part of their student file to be kept in the Department for review by the Program Coordinator and may be used in a future retention review. In the case of printed documentation, those acknowledgements are confirmed by students' signature on the written statement. In the case of electronic documentation transmitted through email, acknowledgements are confirmed by student response to faculty emails.
  - b. If the student refuses to sign the statement or respond to an email, the faculty member will note that on the statement and forward this to the Program Coordinator.
3. Following the written statement regarding the negative behavior, the faculty member and student determine an appropriate remedy to the behavior. This next step may have one of two results.
  - a. If the faculty member and student agree on a remedy, they will write a brief statement (acknowledged by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled.
  - b. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator may refer the concern, including all available documentation, to the Review Committee of the respective program. That Review Committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter. The Program Coordinator will communicate all recommendations to both the student involved in the review and the Chair of CPS.
4. If, in the faculty member's and/or Program Coordinator's opinion, the behavior rises to the level of referral to the Retention Committee, the Review Committee, as an intermediate step, may elect to conduct additional inquiry by contacting those faculty members who have contributed written documentation to the student's file. The intention is to develop plans prior to a full retention committee hearing which are considered "positive" and perhaps empowering the student to facilitate the process and to engage in self help.

If the intermediate step is unsuccessful or the behaviors(s) is (are) considered beyond the scope of the

Review Committee, the Review Committee can recommend to the Program Coordinator a referral for a full Retention Committee.

In either event, copies of the Review Committee's recommendation will be sent to the Program Coordinator and the faculty member/s initiating the process. The recommendations may also require referral to Georgia State University's Office of Legal Affairs.

5. The **ad hoc** Retention Committee is the last step in the review of a student's academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the **ad hoc** Retention Committee is as follows:

#### *Procedures for Retention Committee Hearings*

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty, request from the Department Chair the appointment of an **ad hoc** Retention Committee to receive information as regards the suitability of the student for the program.
2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.
3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University's Office of Legal Affairs may be included in these discussions if there are questions about the procedures.
4. The purposes of the Retention Hearing are to (a) gather information regarding the student's behavior, (b) consider the information given in light of the concerns about the student's suitability for the program and (c) prepare a recommendation for the faculty regarding the student's future participation in the program.
5. The Department Chair will send a certified letter to the student notifying the student of the formation of the **ad hoc** Retention Committee to consider the student's suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.
6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.
7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention

Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.

8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the Hearing.
9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University's Office of Legal Affairs of the expected presence of an attorney or representative and the person's name.
10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.
11. All oral presentations will be recorded and the person providing the information will be asked to affirm the truthfulness of the information presented; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.
12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not intended to be an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.
13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.
14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The Committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of Professional Counselors and Psychologists,

and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the Council on Rehabilitation Education (CORE). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.

<i>Characteristics Expected of a Successful Student</i>
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- Integrity
  - Self Awareness
  - Ability to successfully complete the academic course work required in the program
  - Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
  - Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students) and ASGW Code of Ethics for group work.
  - The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
  - The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
  - Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.
15. The Retention Committee Chair will present its recommendation to the CPS faculty. The faculty will discuss the Committee's findings and approve, disapprove or modify the Retention Committee's recommendation. A majority vote of the faculty will be necessary to carry the motion.
16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty's decision by certified mail.
17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education Catalog.

**- Reviewed, revised and approved by the CPS faculty on April 27, 2007.**

### **Georgia State University Graduate Student Continuous Enrollment Policy**

Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, summer) until completion of degree. In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times.

In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

## **Role of the Academic Advisor**

Please be aware that while the academic advisor may be trained and/or licensed as a professional counselor, he or she **CANNOT offer or guarantee confidentiality of advising meetings**. The academic advisor must share any concerns about possible personal and/or professional impairments of your performance as a student or future counselor with the appropriate faculty and staff members of GSU. Also, the academic advisor may be called to testify at a Retention Committee Hearing and will be required to release all known information concerning you and your performance.

GSU will maintain an academic file of your records and it can include emails you send to faculty or staff. This file will be available to all GSU faculty and staff that have a reasonable need for access. Please do not send emails to faculty or staff that must remain confidential from other faculty and staff—your confidentiality cannot be guaranteed.

The Academic Advisement Coordinator in the CPS department acts as an advisor to 400+ master's and specialist students, and works with faculty, community members, applicants, administration, and other departments. Serving these varied clients leads to (on average) 75 emails and phone calls per day. The information below details the services provide by the Academic Advisement Coordinator to all of these clients.

### **How the advisor can help students**

Good advising is a cooperative activity that students and the advisor must work together to achieve. CPS graduate students are encouraged to schedule an advising appointment at any time they feel they need assistance. The Advisors meets face to face, via email or phone, or in drop-in group advising sessions with current students in the department to discuss any number of issues. These issues include questions about:

- class scheduling
- course selection
- general graduate student issues/stresses/concerns
- transfer credit(s)
- specialist program (curriculum, residency form)
- applying to move to another CPS program
- practicum/internship orientation questions
- academic probation and student retention issues
- student petition for waiver or variance of their curriculum
- problems with other university departments (always get the name of anyone you speak with!)
- application to Ph.D. programs
- re-entry into a CPS program
- community resource contact bridging students transition from student to professional
- NCE
- graduation

If a student has a question the Advisor will help them find the answer or refer them to the appropriate resource.

### **How a graduate student can help themselves:**

- be receptive and take the initiative in seeking advising, finding answers to questions, and in planning their professional career
- alert the advisor to uncertainties about program requirements, normal progress and performance expectations
- read and become familiar with the regulations and policies of the department, college and university (yes - the student handbook)
- be aware of time constraints imposed on faculty and staff

Unfortunately, there are some limitations to what the Advisor can do.....

### **Things the advisor can *not* do**

**Alter registration days/times** – Registration times are set by the Registrar’s Office according to a formula found in the Graduate Catalog, page 41: “Time-ticket assignments are assigned with priority to students scheduled to graduate for the upcoming registration term and, then, to continuing students according to the total credit hours earned.”

**Register, add or drop a student from a class or remove a hold put on by another department.**

**Information or advice about Financial Aid or Student Accounts** – You must contact the Financial Aid or Student Accounts offices directly for all information. The CPS department staff has no access to university system screens that display this information.

**Inform departments of your student status for GRA purposes** – This is handled in the CPS office by Katie Lowry, Office Manager.

**Provide transcript evaluation prior to admission into a CPS program.**

**Process Course Authorizations for overflows, error messages, or cohort sections** – This is handled in the CPS office by Annette Johnson.

**Comprehensive Examination registration and schedule** - This is handled in the CPS office by Annette Johnson, please see <http://education.gsu.edu/cps/807.html>.

**Comprehensive Examination content and format questions** - This is handled in the CPS office by Dr. Gary Arthur, PRC Program Coordinator.

**Speak with authority on behalf of any state licensing board** – GSU is a training program and can not speak on behalf of any state licensing body. The Advisor can share any personal experience he/she may have with licensure in the state of Georgia, help you connect with the appropriate web site for a state you are researching, or help you find a workshop about how to become an APC and LPC in Georgia, but can not give advice or interpret licensure board rules or

state law. All states have complex laws and rules guiding licensure.

**Provide a statement about your practicum/internship to any licensure board** - This is handled in the CPS office by Dr. Gary Arthur, the PRC Program Coordinator. Specific forms for practicum/internship are signed by your GSU Supervisor or Internship Site Supervisor.

**Provide individual drop in advising hours** – due to the complex nature of advising we are not able to offer individual drop-in advising hours. The Advisor spends an average of 20 minutes working with each student on what is frequently thought to be “a quick question”. We do offer weekly group drop-in advising sessions to answer student questions in a non-confidential setting. Dates are posted on CPS bulletin boards each semester and email to students several times.

**Services provided by the Academic Advisement Coordinator to non-students include:**

**Community Members** – answer questions from the general public about masters and specialist’s degree programs, market CPS programs at university graduate school fairs, coordinate monthly Information Sessions, and keep web site up to date.

**New student applications and orientations** – read and process over 300 annual applications to all masters and specialist programs, consult with faculty on admissions decisions, process application decisions, and present new student orientations.

**Schedules** - coordinate all semester schedules to meet the model program requirements of ten degree programs the department. Due to overlapping program curriculums, the CPS department has the most complex schedule of any department in the College of Education.

**Faculty** - work closely with faculty to provide program statistics, create schedules, address student retention issues, create or change programs of study, and process annual applications.

**Administration** - work with other departments within the college and university, serve on committees, and provide recurrent information to administration for annual reports.

# Master of Science Degree in Professional Counseling

The professional counseling program is a 48-semester hour master's degree through which the student acquires knowledge in the areas required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These common core areas are professional identity (CPS 6010), social and cultural foundations (CPS 7340), career theory, assessment and intervention (CPS 7300), human growth and development (CPS 7500), helping relationships (CPS 7260), group work (CPS 6450), appraisal (CPS 7450), and research and program evaluation (EPRS 7900). In addition, students are exposed to a wide range of therapeutic models and counseling styles and engage in extensive supervised practica at sites located throughout the Atlanta area. See the College of Education graduate catalog for additional information.

## PROGRAM OF STUDY (48 REQUIRED SEMESTER HOURS)

### I. Professional Studies (11 semester hours)

- CPS 7340 Social/Cultural Issues in CPS (2)
- CPS/EPY 7500 Individual and Family Over the Lifespan (3)
- EPRS 7900 Methods of Research in Education (3)
- Elective [See the following page](#)

### II. Major (29 semester hours)

- CPS 6010 Professional Identity and Ethics in Professional Counseling (3)
- CPS 6410 Basic Counseling Skills (3)
- CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7300 Career Theory, Assessment, and Intervention (3)
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 7540 Consultation in Professional Counseling (2)
- CPS 8100 Psychobehavioral Diagnosis (3) (only taught in summer semester)
- CPS 8380 Family Systems and Interventions (3)
- CPS 8460 Biopsychosocial Aspects of Addiction (3)

### III. Applied Practice (8 semester hours)

- CPS 7660 Applied Practice I: Professional Counseling (2) (**fall mini-mester 1**)
- CPS 7680 Internship: Professional Counseling (3) (**fall mini-mester 2**)
- CPS 7680 Internship: Professional Counseling (3) (**spring**)

**Approved Masters in Professional Counseling Program Electives**

<b>Class</b>	<b>Prerequisites</b>	<b>Semester Offered*</b>	<b>Note</b>
CPS 7970 Seminar	None	Fall OR Spring	Topic of the seminar classes will vary by semester. Please check schedule for topic. <b>NOTE: This is NOT CPS 8970!</b>
CPS 8300 Traumatology	None	Summer ONLY	This is also an EDS elective. Course may fill with EDS students prior to MS students registration time.
CPS 8360 Psychological Change Strategies	CPS 6450 Group Counseling with a minimum grade of "B"; CPS 7260 Counseling Systems with a minimum grade of "C".	Fall and Spring	This is also an EDS elective. Course may fill with EDS students prior to MS students registration time.
CPS 8390 Human Sexuality	Consent of Instructor (via Course Authorization Form)	Summer ONLY	This is also an EDS elective. Course may fill with EDS students prior to MS students registration time
CPS 8400 Play Therapy	CPS 6010 Prof. Identity with a minimum grade of "B" and CPS 7260 Counseling Systems with a minimum grade of "C".	Odd Falls and every Spring (dependent upon instructor availability)	One section in the Summer semester will be for SCO students only. There will be another section available for non-SCO students.
CPS 8430 Advanced Counseling Skills	CPS 6410 Interpersonal Skills I with a minimum grade of "S"	Fall or Spring ONLY (dependent upon instructor availability)	
CPS 8500 Stress Management	Consent of Instructor (via Course Authorization Form).	Fall ONLY	This is also an EDS elective. Course may fill with EDS students prior to MS students registration time
CPS 8620 Adlerian Techniques with Families and Couples	CPS 7260 Counseling Systems with a minimum grade of "C".	Spring ONLY	
CPS 8630 Advanced Family Counseling	CPS 8380 Family Systems with a minimum grade of "C".	Fall and Spring	This is an EDS elective. Course may fill with EDS students prior to MS students registration time

\* Semester course listing change from semester to semester. Please check online course listing at <http://education.gsu.edu/cps/CourseOfferings.htm> for the most current listing of semesters when courses are offered.

VERY IMPORTANTANT INFORMATION! PLEASE READ ALL!

**Notes about the program of study:**

- Students are required to take CPS 6010 during their first semester. Students must pass CPS 6010 with a grade of B or higher in order to continue taking additional program coursework. When repetition of CPS 6010 is necessary, **NO OTHER CPS COURSE MAY BE TAKEN.**
- All students are required to take a comprehensive examination to graduate from the master's program. **The comprehensive examination is administered on the computer or by paper/pencil and taken at the department. The comprehensive examination is offered once a semester; students may take it only once per semester.** Please see Annette Johnson to register. <http://education.gsu.edu/cps/807.html> You must bring your GSU ID and GSU student email password to the exam. Three attempts may be made at passing the comprehensive examination. Please see the Graduate Catalog 2009-2010 edition, section 4210.50 on page 247 for the Minimum Requirements for All Master's Degrees, for information if students do not pass in three attempts. **Students should plan to take the examination upon the completion of the following required courses:** CPS 6010, 6410, 6450, 7260, 7300, 7340, 7450, 7500 (or EPY 7500), 7540, 8100, 8380, 8460 and EPRS 7900. While it is suggested that students complete ALL course before taking the comprehensive exam, students may have **only one** of these courses in progress—all others must be completed and graded. Questions from that one course in progress will be on the exam and will count towards the student's score. Examination dates and application materials are located on the department web site and in the department. Please read the section on GSU emails below.

Students linking the GSU e-mail to private e-mails are required to know their GSU password prior to the date of the departmental comprehensive examination. If the password is not known when entering the examination room the proctor will not wait for you to retrieve it. If your GSU ID is not presented, you will not be allowed to take the exam that semester. The examination will begin on time. All students will be notified of this requirement during CPS 6010. You are responsible for this information and your GSU password.

- **The following classes are to be successfully completed prior to beginning the practicum/internship sequence:** CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500 (or EPY 7500), 8100, and CPS 8460. **Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence.**
- **All students must attend a practicum workshop in the January (or December) prior to beginning the practicum/internship sequence.** Students should check in October for the orientation dates. Dates will be posted here: <https://ssl.education.gsu.edu/cps/practicum-internship/workshops.asp> , or students can contact Dr. Ripley or the Academic Advisor's GRA for those dates: [CPSAdvisor@langate.gsu.edu](mailto:CPSAdvisor@langate.gsu.edu) . Students may only begin practicum in the fall term followed by internship in the following spring term. If you are unable to attend a workshop, you will not be allowed to start your practicum/internship until the following year. You will still be required to attend a workshop the following year, even if you attended the

workshop the year before and the content has not changed. All students must complete the appropriate paperwork by a specific deadline (given at the practicum/internship workshop). Students who do not complete their forms by the deadline will not be allowed to participate in the practicum/internship program that year.

- CPS 6450 Group Counseling Systems offers students a growth group experience. All students registered for this class must commit to regular attendance for each weekly growth group meeting. CPS 6450 should be scheduled when a student's schedule will not include business trips, vacations, and the like. CPS 6410 is a prerequisite for CPS 6450.
- Students are encouraged to sit for the National Counselor Examination (NCE) to be eligible for the Nationally Certified Counselor certificate (NCC) in their last semester of internship. The examination date is the second or third Saturday in April. Information will be provided to students by the GSU practicum instructor during their Fall course of CPS 7660 before registering for the NCC. This is an optional examination, but the first step towards licensure in the state of Georgia and several other states—please check your preferred state for licensing requirements.
- Students must apply for graduation **two full terms prior to the expected graduation date.** Students should contact Georgia State University's graduation office for application deadlines, <http://www.gsu.edu/es/graduation.html> .
- All students will be given a GSU e-mail address where you will receive e-mails from the department and university. Students will need to check their GSU e-mail regularly for any information sent concerning your courses and program. The GSU e-mail can be forwarded to any other e-mail account; HOWEVER, forwarding frequently goes down, and emails that you are blind copied on will not be forwarded out of your GSU email account. It is the department's recommendation that you check your GSU email on a weekly basis at minimum.  
Students linking the GSU e-mail to private e-mails are required to know their GSU password prior to the date of the departmental comprehensive examination. If the password is not known when entering the examination room the proctor will not wait for you to retrieve it. If your GSU ID is not presented, you will not be allowed to take the exam that semester. The examination will begin on time. All students will be notified of this requirement during CPS 6010. You are responsible for this information and your GSU password.
- For questions about setting this up, please see a computer technician at any of the GSU computer labs or go to <https://www.student.gsu.edu/>.
- **Students should keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.**
- Students are encouraged at the completion of internship to get Form A of the Georgia APC packet signed by their supervisor.

## Master of Science Degree in Professional Counseling Model Program

### Summer Entry

Summer 2009 (1<sup>st</sup> Session) total hours = 8

CPS 6010 Professional Identity and Ethics in Professional Counseling (3)

CPS 6410 Basic Counseling Skills (3)

CPS 7340 Social and Culture Issues in Counseling and Psychological Services (2)

Fall 2009 (2<sup>nd</sup> Session) total hours = 9 or 12

CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)

CPS 7260 Counseling Systems and Interventions (3)

CPS 7450 Educational and Psychological Appraisal (3)

--EPRS 7900 Methods of Research in Education (3) (*option: You may take this in Spring 2010 or Summer 2010*)

Spring 2010 (3<sup>rd</sup> Session) total hours = 9 or 12

CPS 7300 Career Theory, Assessment, and Intervention (3)

CPS 7500 Individual and Family Over the Lifespan (3)

CPS 8380 Family Systems and Interventions (3) (CPS 7260 is a required prerequisite)

--EPRS 7900?

Summer 2010 (4<sup>th</sup> Session) total hours = 6 or 12

CPS 8100 Psychobehavioral Diagnosis (3) (CPS 6010 is a required prerequisite)

CPS 8460 Biopsychosocial Aspects of Addiction (3) (CPS 6010 is a required co-or prerequisite)

--EPRS 7900?

Fall 2010 (5<sup>th</sup> Session) total hours = 7

CPS 7540 Consultation in Professional Counseling (2) (CPS 6010 is a required prerequisite)

CPS 7660 Applied Practice I (2) Mini-mester 1 (must be taken in a Fall semester with CPS 7680)

CPS 7680 Internship (3) Mini-mester 2

Spring 2011 (6<sup>th</sup> Session) total hours = 6

CPS 7680 Internship (3)

M.S. Elective (3)

Students are not required to follow the model program. However, the CPS department cannot offer every course during each semester. If the course is listed in a specific semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times. The model program is intended as an aid in planning your schedule. The official listing of required courses and requirements can be found in the Georgia State University Graduate Catalog 2009-2010.

**Course offerings are contingent upon registration and the department may cancel courses with low enrollment. Courses *must be* 80% full in order to offer the course.**

## Master of Science Degree in Professional Counseling Model Program

### *Fall Entry*

Fall 2009 (1<sup>st</sup> Session) total hours = 11

CPS 6010 Professional Identity and Ethics in Professional Counseling (3)

CPS 6410 Basic Counseling Skills (3)

CPS 7340 Social and Culture Issues in Counseling and Psychological Services (2)

CPS 8460 Biopsychosocial Aspects of Addiction (3) (CPS 6010 is a required co-or prerequisite)

Spring 2010 (2<sup>nd</sup> Session) total hours = 12

CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)

CPS 7260 Counseling Systems and Interventions (3)

CPS 7450 Educational and Psychological Appraisal (3)

CPS 7500 Individual and Family Over the Lifespan (3)

Summer 2010 (3<sup>rd</sup> Session) total hours = 12

CPS 7300 Career Theory, Assessment, and Intervention (3)

CPS 8100 Psychobehavioral Diagnosis (3)

CPS 8380 Family Systems and Interventions (3) (CPS 7260 is a required prerequisite)

EPRS 7900 Methods of Research in Education (3) (*option: You may take this in Fall 2010*)

Fall 2010 (4<sup>th</sup> Session) total hours = 7

CPS 7540 Consultation in Professional Counseling (2) (CPS 6010 is a required prerequisite)

CPS 7660 Applied Practice I (2) Mini-mester 1 (must be taken in a Fall semester with CPS 7680)

CPS 7680 Internship (3) Mini-mester 2

Spring 2011 (5<sup>th</sup> Session) total hours = 6

CPS 7680 Internship (3)

M.S. Elective (3)

Students are not required to follow the model program. However, the CPS department cannot offer every course during each semester. If the course is listed in a specific semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times. The model program is intended as an aid in planning your schedule. The official listing of required courses and requirements can be found in the Georgia State University Graduate Catalog 2009-2010.

**Course offerings are contingent upon registration and the department may cancel courses with low enrollment. Courses *must be 80% full* in order to remain on the schedule.**

## Course Offerings outside of the CPS Department

The Department of Educational Policy Studies schedules EPRS 7900 Methods of Research in Education. Students can contact this department at 404-413-8030 for the time and days the course will be offered. This course will not be listed on the CPS schedule. EPRS 7900 will be listed on the GoSolar Class Schedule.

You may complete *CPS 7500 Individual and Family Over the Lifespan (3)* in the Educational Psychology Department by taking *EPY 7500 Individual and Family Over the Lifespan (3)*. This is the same course—it is just offered in both the CPS and EPY departments and we allow our students to choose which department they want to take the course from.

The Department of Educational Psychology schedules EPY 7500 Individual and Family Over the Lifespan (3). Students can contact this department at 404-413-8040 for the time and days the course will be offered. This course will be listed on the CPS schedule as CPS 7500 and on the EPY schedule as EPY 7500.

## Semester Course Offerings

For an updated course offerings list, please check the CPS website. **This list can be viewed at [http://education.gsu.edu/cps/docs/Course\\_Offerings.xls](http://education.gsu.edu/cps/docs/Course_Offerings.xls).**

**If you are taking longer than two (2) years to complete your program, please refer to the most recent list of Semester Course Offerings! This list can be viewed at: [http://education.gsu.edu/cps/docs/Course\\_Offerings.xls](http://education.gsu.edu/cps/docs/Course_Offerings.xls).**

## Program of Study Checklist

Major: Professional Counseling                      Student: \_\_\_\_\_  
 Degree: Master of Science                            Panther ID: \_\_\_\_\_  
 Catalog Year: 2009-2010 48 Semester Hours

- \_\_\_\_\_ CPS 6010 Professional Identity and Ethics in Professional Counseling (3)
- \_\_\_\_\_ CPS 6410 Basic Counseling Skills (3)
- \_\_\_\_\_ CPS 6450 Group Counseling Systems (3)
- \_\_\_\_\_ CPS 7260 Counseling Systems and Interventions (3)
- \_\_\_\_\_ CPS 7300 Career Theory, Assessment and Intervention (3)
- \_\_\_\_\_ CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
- \_\_\_\_\_ CPS 7450 Educational and Psychological Appraisal (3)
- \_\_\_\_\_ CPS/EPY 7500 Individual and Family Over the Lifespan (3)
- \_\_\_\_\_ CPS 7540 Consultation in Professional Counseling (2)
- \_\_\_\_\_ CPS 7660 Applied Practice I: Counseling (2)
- \_\_\_\_\_ CPS 7680 Internship: Counseling (6) (FALL/SPRING)
- \_\_\_\_\_ CPS 8100 Psychobehavioral Diagnosis (3)
- \_\_\_\_\_ CPS 8380 Family Systems and Interventions (3)
- \_\_\_\_\_ CPS 8460 Biopsychosocial Aspects of Addiction (3)
- \_\_\_\_\_ EPRS 7900 Methods in Research in Education (3)
- \_\_\_\_\_ Elective (3 hours)--one course; Choose an elective from the following courses:
- \_\_\_\_\_ CPS 7970 Seminar (3)
- \_\_\_\_\_ CPS 8300 Traumatology (3)
- \_\_\_\_\_ CPS 8360 Psychological Change Strategies (3)
- \_\_\_\_\_ CPS 8390 Human Sexuality (3)
- \_\_\_\_\_ CPS 8400 Introduction to Play Therapy (3)
- \_\_\_\_\_ CPS 8430 Advanced Counseling Skills (3)
- \_\_\_\_\_ CPS 8500 Stress Management (3)
- \_\_\_\_\_ CPS 8620 Adlerian Techniques with Families and Couples (3)
- \_\_\_\_\_ CPS 8630 Advanced Family Counseling (3)

\*\*\*CPS 6010 is a prerequisite for all courses. Students must complete CPS 6010 with a B or higher. If repetition of CPS 6010 is necessary, no other CPS course work may be taken concurrently.

For Professional Counseling students to be eligible to begin **applied practice** (CPS 7660), students must successfully complete the following courses:

CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7450, CPS 7500 (or EPY 7500), CPS 8100, CPS 8460

To be eligible to take the **comprehensive examination**, students must complete:

CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500 (or EPY 7500), CPS 7540, CPS 8100, CPS 8380, CPS 8460, and EPRS 7900

## Courses available for Credit by Examination

### EXAM WILL NO LONGER BE OFFERED AFTER FALL 2009

The following information was provided by the EPS Department in Fall 2008. This information **CANNOT be guaranteed for accuracy by the CPS department.**

Please verify this information's accuracy by contacting the EPS Department directly. This information is only provided as a guide.

One course in the PRC MS curriculum, EPRS 7900, and one course in the specialist curriculum, EPRS 8530, are available for credit by examination. Please contact the Education Policy Studies program at 404-413-8030 for information on examination dates.

The EPRS 7900 exemption exam is USUALLY given in mid-October and mid-February, with the specific dates varying depending on the date of registration for the following term. There is no application or fee required to sit for the exam. A student may take the exam only once. If you choose to take the exam, then please e-mail [pgagne@gsu.edu](mailto:pgagne@gsu.edu) or call the EPRS department at 404-413-8030 to register. The current format (as of Fall 2008) of the exam is 100 multiple-choice items, and it generally takes people 60-75 minutes to complete, but we allow 2 hours; a score of at least 80/100 is considered passing. You are not allowed the use of any notes or textbooks, but you may bring a calculator if you wish to have one (it is not anticipated that a calculator will be needed, but you are allowed one, if you would like). You will need a pencil, because the response form is Scantron. Please see below document containing the topics covered on the exam and the references for the current course textbooks.

The following information is provided by the Education Policy Studies Department detailing information covered by the EPRS 7900 credit by examination exam:

### Topics for the EPRS 7900 Exemption Exam Credit for Fall 2008

Research Ethics

Institutional Review Board

Communicating Research: Article reviews, Research proposals, Research reports

APA Style

Citations, numbers, and references

General content of and headings for the sections and subsections of a research paper

Abstract

Introduction

Method (Participants, Materials, Procedure)

Results

Discussion

References

Instrumentation & Measurement (including scales of measurement: nominal, ordinal, interval, & ratio)

Reliability

Validity & Threats to Validity

Sampling Techniques

Descriptive Statistics (mean, median, mode, variance, standard deviation, z-score, skewness)

Observational Methods

Textual Analysis

Action Research

Ethnography

Focus Groups

Interviews

Surveys

Hypothesis Testing: Null hypothesis, Type I error ( $\alpha$ ), Confidence, Statistical Power, Type II error ( $\beta$ )

[Note: Knowledge about computing or applying inferential statistics is not assessed on the exam; it is, however, necessary to know where in a paper such analyses are reported and to have a functional understanding of statistical significance.]

Experimental and Quasi-Experimental Designs

Causal-Comparative Designs

Correlational Research

[Note: Knowledge of the numerical properties of and the basic interpretation of a correlation coefficient is expected, but knowledge of computing a correlation coefficient is not necessary.]

#### Current course textbooks

Suter, W. N. (2006). *Introduction to Educational Research: A Critical Thinking Approach*. Thousand Oaks, CA: Sage Publications.

Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. Boston: Pearson Education, Inc.

#### **Important!**

*Although the textbooks contain much of the material covered in the course, instructionally useful activities are likely to occur in and important concepts beyond the coverage provided in a textbook are likely to be presented in a classroom setting. It should therefore not be assumed that the textbooks alone are sufficient to succeed on an exam that is for course credit, any more than it could be assumed that not attending class and obtaining information only from the book would be sufficient to earn a passing grade in any course. If you have never taken a research methods course, or if you took a research methods course so long ago that you are able to recall only the content presented in your course textbook, then the EPRS 7900 exemption exam may be an insurmountable challenge*

## COURSE AUTHORIZATION FORMS

### 1. What is Course Authorization?

- Authorization is permission to register for a CPS department course. **Authorization is not registration.** A student must register after the authorization is granted.
- If a course requires authorization, it applies to all students.
- If authorization is granted that student will have **five days to register for the class.** If the student does not register within the time allowed the authorization will be removed. This is especially important in the case of overflow requests.
- **Completing this form does not ensure a seat in a class.** Authorization is performed independently on a first come, first serve basis. Student records are used to determine eligibility for the course requested for authorization. For some courses, additional authorization may be necessary.

### 2. What to use this form for:

- a. **Error Messages** - If you receive any error message or more than one error message, please document the details of the error message in the Error Message area on the form.
- b. **Overflow** - If you are using this form to request an overflow into a full class, please indicate that where noted on page one. Annette will check to see if an overflow into the class is available.
- c. **SCO Cohort Classes** – If you are an SCO student and would like to register for a cohort section within the first 10 days of registration, fill out this form. If you are **NOT** an SCO student and would like to register for a cohort section after the first 10 days of registration, fill out this form.
- d.

### 3. Turning in a Course Authorization form

- Turn the form into Annette Johnson at the front desk, by fax at 404-413-8013, or by email at [ajohnson@gsu.edu](mailto:ajohnson@gsu.edu). When emailing please put “Course Authorization” in the subject line of the email.
- Annette Johnson will check your student records to see if you meet the prerequisite requirements and eligibility for the course.
  - **Error messages or Cohort Classes** – After researching the error message and clearing it, if you are eligible to take the course an authorization will be placed on your student record.
  - **Overflow** – After checking with the instructor and verifying the classrooms legal occupancy, if there is room in a full class an authorization will be placed on your student record.
- Please check your Go Solar account for the authorization approvals. If the authorization is not showing or if you have turned in a course authorization form and are still unable to register **after two days** please call the Annette at (404)-413-8181.

### 4. Non-CPS Students

If you are a Non-CPS student, please be sure to complete the “Non-CPS Student” areas on the form. Items 1–3 also apply to Non-CPS students. Non-CPS students wishing to take CPS

courses will be given consideration via the Course Authorization Form at the end of regular registration. On the first day of late registration authorizations will be given for the selected classes with consideration to consent from the Non-CPS student's academic advisor's approval, remaining seats and overflow status as well as any program restrictions.

5. **GA TAP Students**

This form does not negate GA TAP rules. Items 1-4 apply to GA TAP students as well. Completing the form appropriately will help to inform the department of your status.

**CPS COURSE AUTHORIZATION**

**CPS Student**  
 **Non-CPS Student**

**GA TAP Student**

**AUTHORIZATION IS NOT REGISTRATION!**

Students must register themselves within 5 days of  
date authorization is place on Go Solar.

**Please allow 2 days for processing.** Students must check their Go Solar account to see if authorization has been  
granted.

For some courses, additional authorization is necessary.

Last Name \_\_\_\_\_

First Name \_\_\_\_\_

Panther ID# \_\_\_\_\_

Phone \_\_\_\_\_

GSU Student email only: \_\_\_\_\_

CPS # \_\_\_\_\_ CRN # \_\_\_\_\_ Semester \_\_\_\_\_

**CPS Students check one**

Program	Master s	ED.S	Ph.D.
PRC	<input type="checkbox"/>	<input type="checkbox"/>	
SCO	<input type="checkbox"/>	<input type="checkbox"/>	
REH	<input type="checkbox"/>	<input type="checkbox"/>	
SPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPY		<input type="checkbox"/>	<input type="checkbox"/>
CEP		<input type="checkbox"/>	<input type="checkbox"/>

**ERROR MESSAGE**

**(IF YOU ARE REQUESTING AN OVERFLOW, PLEASE WRITE "OVERFLOW"):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Non-CPS Students Only**

College & Program \_\_\_\_\_

Advisor's Name (Please Print) \_\_\_\_\_

Advisor's Approval Signature \_\_\_\_\_

Advisor's Print# \_\_\_\_\_

CPS Dept use only.

Advisor's Signature	Date
_____	_____

**See Authorizations Procedures on previous page**

## Specialist in Education Degree in Professional Counseling

**NOTE: Pending the approval or the Board of Regents, the last term for admittance or reentry into the Ed.S. Professional Counseling program will be Spring 2010; and, the final term for graduation from the Ed.S. Professional Counseling program will be Summer 2013.**

The specialist degree, Ed.S. in professional counseling, furthers counselor competence in employment settings and provides an opportunity for counselors and counselors-in-training to develop an area of interest and expertise. The degree requires a minimum of 30 graduate semester hours beyond the master's degree with a minimum cumulative grade-point average of 3.00. In addition, students must fulfill a residency requirement.

Evaluation of a student's performance is continuous. It includes consideration of the student's academic performance as well as the student's performance in laboratory and practicum-internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student's clients or prospective clients or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

### Acceptance

Students admitted to the Department of Counseling and Psychological Services with a GRE of 900 or above are accepted into the Master of Science and Specialist in Education programs in Professional Counseling **CONCURRENTLY**. Students with GRE scores below 900 are accepted into the Master of Science program **ONLY**. Students who are only accepted into the Master of Science program may not enroll in Ed.S. courses, with the exception of one elective from the approved list on page 21.

**Note: Courses taken before admittance into the Ed.S. program will not be credited toward the degree.**

**Courses completed at the master's level can not be used as duplicate credit for the Ed.S. degree.**

### Program of Study (30 semester hours)

There is no prescribed model program for the Ed.S. degree. Although completion of required courses is not necessary for enrollment in electives, required courses are not offered every semester, and **students are encouraged to complete the required coursework at the beginning of their program of study**, to permit flexibility in the selection of electives at the end of the program of study.

#### A. Professional Studies (3 semester hours)

*Required:*

EPRS 8530 Quantitative Methods & Analysis in Ed. I (3) \*

*\*Prerequisite: EPRS 7900*

#### B. Teaching Field/Major (15 semester hours)

*Required:*

CPS 8430 Advanced Group Counseling (3) \*

*\* Prerequisite: Master's degree & CPS 7680*

CPS 8470 Crisis Intervention (3)

CPS 8530 Profession Issues and Decisions (3) \*

*\*Prerequisite: CPS 6010*

CPS 8650 Advanced Counseling Theory (3) \*

*\*Prerequisite: CPS 7260*

CPS 8660 Applied Practice II: Professional Counseling (3) \*  
 \*Prerequisite: Master's degree & CPS 7680  
**Requires 300 site hours including 120 direct client hours completed in one semester**

**C. Electives (12 semester hours)**

The Department of Counseling and Psychological Services has developed tracks from which students can select electives. *Although it is not required*, designating a track is **recommended** to assist students in developing advanced skills and expertise. A list of the courses included in each track can be obtained from the CPS bookshelf in COE 950. Please note, many track courses are not offered every semester or even every year.

*Note:* Students can choose electives that are 7000 level or above in programs from the College of Education or the Sociology, Psychology, or Anthropology Department in the College of Arts and Science.

**Schedule for Semester Course Offerings**

<b>EPRS 8530</b>	Quantitative Methods & Analysis in Ed. I	Contact Educational Policy Studies @ <b>404-413-8030</b>
<b>CPS 8430</b>	Advanced Group Counseling	<b>Fall &amp; Spring</b>
<b>CPS 8470</b>	Crisis Intervention	<b>Fall ONLY</b>
<b>CPS 8530</b>	Professional Issues & Decisions	<b>Spring ONLY</b>
<b>CPS 8650</b>	Advanced Counseling Theory	<b>Fall ONLY</b>
<b>CPS 8660</b>	Applied Practice II	<b>Fall ONLY (some springs pending funds)</b>

**Residency Requirement**

Students must complete a residency requirement to graduate from the Ed.S. program. The Department of Counseling and Psychological Services (CPS) intends for the residency requirement to serve as an integration of graduate education and professional experiences that extend beyond the required courses and practicum. The residency requirement should be consistent with the student's area of interest and include all professional activities, **other than program requirements**, completed during the Ed.S. program.

Forms for the residency requirement can be found in the bookcase in room 950 (CPS main office). The form has only two categories to complete:

- 1) *activities and projects*
- 2) *attendance and/or presentations at professional meetings*

Please make sure that each entry is placed in the category in which it is most appropriate and includes the name of the workshop or organization, the date(s) of attendance or membership, and the level of participation i.e. attendee or presenter. The residency requirement may include but is not limited to a) membership in professional organizations e.g. American Counseling Association, Licensed Professional Counselors Association, and Chi Sigma Iota, b) paid or volunteer experience in the practice of counseling, c) research related to counseling and, d) presentations at professional workshops or seminars.

Completed Ed.S. residency forms must be submitted to **Dr. Diane Levy (professional/rehabilitation counseling students) no later than the first week of the semester** in which a student anticipates

graduating from the Ed.S. program. Forms may be turned in as early as possible, though—the student does not have to wait until his/her last Ed.S. semester. Approved forms will be signed (by Dr. Levy) and forwarded to the department chairperson for approval. Upon final approval by the department chair, the form will be forwarded to the Office of Academic Assistance (OAA) located on the 3<sup>rd</sup> floor of the College of Education (COE). If a form is denied approval by the department, the student will be notified by CPS personnel. If the form is approved, OAA will send the student a notice by regular mail.

Within the first three weeks of the semester in which a student plans to graduate, OAA notifies any student who has not met all requirements for graduation, including residency. Official notice of delayed graduation comes from OAA through regular mail service. If a student has not fulfilled the residency requirement and turned in the residency form to Dr. Levy by the mid-point of the last semester of their Ed.S. program, **their graduation will be postponed to the following semester.**

Any questions about residency requirement or completion should be directed to Dr. Diane Levy.

## Professional Counseling Course Descriptions

### **CPS 6010 Professional Identity and Ethics in Professional Counseling**

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

### **CPS 6410 Basic Counseling Skills**

Co requisite: CPS 6010

This course is an introduction to the basis for all interpersonal interactions, whether in one-to-one or group counseling, teaching, consulting, supervising, or any other form of communication.

### **CPS 6450 Group Counseling Systems**

Prerequisite: CPS 6410.

This course provides the opportunity to learn and apply various systems for group counseling, skills related to group leadership, member participation, goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling.

### **CPS 7260 Counseling Systems and Interventions**

Co requisite: CPS 6010

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

### **CPS 7300 Career Theory, Assessment, and Intervention**

Co requisite: CPS 6010

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

### **CPS 7340 Social/Cultural Issues in Counseling and Psychological Services**

Co requisite: CPS 6010

This course will enhance and advance the knowledge of, skill towards, and sensitivity to diverse populations in the counseling process. The student will learn the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

### **CPS 7450 Educational and Psychological Appraisal**

Co requisite: CPS 6010

This course covers the history, ethical/legal and professional organizational issues related to appraisal for counseling professionals who are practitioners or consumers of appraisal techniques and resources. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools.

### **CPS 7500 Individual and Family over the Lifespan**

Co requisite: CPS 6010

The purpose of this course is for students to explore actively the theoretical and research literature regarding human growth and development across the life span. Theoretical understanding of human

development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children's, adolescents', and adults' lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development and ethical considerations related to these topics and to apply the information learned to the student's program of study. (Same as EPY 7500)

**CPS 7540 Consultation in Professional Counseling**

Prerequisite: CPS 6010

This course covers the history, ethical/legal and professional/organizational issues related to consultation as a form of professional practice.

**CPS 7660 Applied Practice I**

Prerequisites: CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8460

The purpose of the counseling practica is to introduce counseling master's students to the practice of professional or rehabilitation counseling with actual clients at a site commensurate with the student's professional interests.

**CPS 7680 Internship**

Prerequisite/co requisite: CPS 7660

This internship is designed to enable students to practice their professional or rehabilitation counseling skills by assuming the role of a counselor-in-training at their internship sites. Students carry out all of the activities and functions that employed counselors on site.

**CPS 8100 Psychobehavioral Diagnosis**

Prerequisite: CPS 6010

This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes) which are considered dysfunctional, according to the classification system utilized by the American Psychiatric Association in their *Diagnosis and Statistical Manual Disorders IV-TR* (2000). Axis I and Axis II (Personality) Disorders are focused on through a series of lectures, student papers and presentations of selected disorders, and case studies (written/video).

**CPS 8380 Family Systems and Interventions**

Prerequisite: CPS 7260

This course provides an overview of the historical roots of the family movement, the major theory base of systemic, psychodynamic, and communications orientations, and a brief overview of the role of research and ethics regarding the development of the family movement.

**CPS 8460 Biopsychosocial Aspects of Addiction**

Prerequisite: CPS 6010

Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to physiological factors, personal traits, family dynamics, diversity, treatment methods, and implications for schools, communities, and businesses.

**EPRS 7900 Methods of Research in Education**

Students study research methods, procedures and designs, preparation of research abstracts in education and related fields.

**EPY 7500 Individual and Family over the Lifespan**

Co requisite: CPS 6010

The purpose of this course is for students to explore actively the theoretical and research literature regarding human growth and development across the life span. Theoretical understanding of human development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children's, adolescents', and adults' lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development and ethical considerations related to these topics and to apply the information learned to the student's program of study. (Same as CPS 7500)

## **What is CPS 8810 Directed Readings?**

CPS 8810 Directed Readings is a course that you will see on the CPS schedule each semester. The department chair will be listed as the instructor of record for this class, but a directed reading is NOT set up with the department chair. A directed reading happens when a student meets with a faculty member to discuss doing additional work in a particular subject area and asks the faculty member to supervise this learning experience.

- A Directed Reading Form must be completed and signed by the instructor, student, and the departmental chair and processed by the Office of Academic Assistance *before* registration is authorized for CPS 8810. This form is available in the CPS office student resource bookshelf.
- The student must fill out the form and then make an appointment with the instructor to complete and finalize the form. The instructor will give the form to the academic advisor for his/her approval, the chair's approval and, finally, OAA's approval.
- OAA will notify the student via mail of the directed readings approval/denial. If approved, OAA will "authorize the student to register for the directed reading on GoSOLAR. The student is responsible for registering for the directed reading after the authorization has been placed on their GoSOLAR account.

### NOTE:

- A directed reading can not be substituted for any course in the master's or specialist curriculum nor can it be substituted for or used to meet the elective requirement.
- There is no room in the master's or specialist level curriculum for a directed reading.
- A directed reading may be arranged by a student and instructor to gain additional education in a particular area resulting in additional credit hours above the required curriculum.

## **LICENSURE -**

Associate Professional Counselor (APC)

Licensed Professional Counselor (LPC)

For those planning to pursue professional licensure as an Associate Professional Counselor followed by licensure as a Professional Counselor, familiarization with the requirements can be acquired by contacting the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at (478) 207-1670 or [www.sos.state.ga.us/plb/counselors](http://www.sos.state.ga.us/plb/counselors) . Documentation for the practicum/internship experience verification can be submitted to the department at the time of application for licensure.

**The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not advise or speak for any licensing board.**

**Note: It is in your best interest to keep your graduate bulletin and all syllabi.**

# Practicum/ Internship Synopsis

# CPS 7660 Practicum and CPS 7680 Internship

## Professional Counseling

### Practicum-Internship Synopsis

After completing the pre-requisite courses shown in their curriculum, students can apply to start their practicum-internship experience. This experience starts only in the fall semester and runs through the spring semester. Students are required to attend a mandatory practicum-internship orientation in the **January** prior to the fall semester that they will start practicum-internship. At that time detailed information will be presented to them about practicum-internship requirements. Below is a synopsis of the practicum-internship experience. It is not intended to be a full explanation of the practicum-internship experience or requirements.

	CPS 7660 Applied Practice I	CPS 7680 Internship Fall Semester	CPS 7680 Internship Spring Semester
When is this course taken?	Mini-mester I in fall semester	Mini-mester II fall semester	<b>Full spring semester</b>
What are the clock hours I must accumulate at my site?	<b>100 hours</b> – 40 hours direct service with clients; 60 hours work-related activities.	<b>150 hours</b> -65 hours direct service with clients; 85 hours work-related activities.	<b>450 hours</b> - 175 hours direct service with clients; 275 hours work-related activities.
<b>Direct Service Hours</b>	40	65	175
<b>Work-Related Hours</b>	60	85	275
<b>Total Hours Accumulated</b>	100	150	450

Total CACREP on-site Hour Requirement: 100 practicum + 150 Fall Internship + 450 Spring Internship = 700

Faculty will assess your progress in the program prior to the start of your practicum/internship.

You cannot accrue practicum-internship hours until after GSU fall semester classes start. This restriction is due to the GSU calendar, insurance parameters, and the availability of GSU supervision. **If a student is not able to begin the practicum at the beginning of fall semester, the student will be asked to postpone practicum and internship until the next fall.** Students who are receiving financial aid will want to check before beginning practicum to make sure all requirements are met to continue to receive aid.

Students who attempt to work in a full time job at the time they do their practicum-internship experience will provide the Practicum-Internship Coordinator with a plan detailing how they will accrue their required hours while providing quality service to their practicum-internship clients.

Examples of direct-service and clinical hours are listed below. None of the instructional hours for CPS 7660 Practicum or 7680 Internship (when you are in individual or group

supervision at GSU) count towards the total of 700 hours. This list does not cover all situations. If you have a question that is not covered be sure to ask your GSU supervisor.

**Direct Service**

**CPS 7660 (40 hours) CPS 7680 (240 Hours)**

One-to-one counseling  
Group counseling (as leader or co-leader)  
\*Psycho-educational leader/instructor  
Couples counseling  
Family counseling  
Crisis counseling by telephone  
\*Psychosocial evaluations  
\*Intake interviews  
\*\*Shadowing  
Consultation in the presence of the client

**Clinical Hours**

**CPS 7660 (60 hours) CPS 7680 (360 hours)**

On-site supervision  
Telephone contacts  
Research (assigned) for client care  
Clinical rounds  
Writing case notes  
Treatment planning  
Attending agency meetings  
Shadowing  
Staffing (case presentation)  
Counseling-related workshops  
Crisis calls  
Documentable interactions  
Crisis calls  
Site requirements not otherwise listed

Details of how to secure your internship site will be discussed at the Practicum/Internship orientation. All Professional Counseling interns are to be at a site where they can have long-term clients. The number and what constitutes long term will be determined by the GSU supervisor. You must be at a site that has an appropriate supervisor, that will allow you to tape and that is under contract with GSU.

\* discretion of your GSU supervisor

\*\* Only in CPS 7660

## **Transfer Credit**

Transfer credit at the graduate level will not be evaluated until a student has been accepted into a program in the Department of Counseling and Psychological Services. The Counseling and Psychological Services Department will accept transfer credit for the Professional, Rehabilitation, and School Counseling Programs ONLY FROM CACREP ACCREDITED PROGRAMS.

- 1) After acceptance into a CPS program, complete the Petition to Transfer Graduate and turn the request in to the department.
- 2) Transferred credit (graduate level courses) must be from an accredited institution.
- 3) Students must complete a minimum of 27 semester hours in residence at Georgia State University.
- 4) Students must submit a syllabus for each course to the department.
- 5) Graduate courses in which the student's grade is below "B" cannot be used as transfer credit.
- 6) The course must be restricted to graduate students only.
- 7) An undergraduate course cannot be used as transfer credit for a graduate level course.
- 8) Transfer credit cannot be taken during the term in which the student graduates.
- 9) The content of the course corresponds to that of a GSU course required or permitted in the student's degree program. Skills based courses can not be transferred in (Interpersonal Skills or Group), nor can the introductory course. Other Counseling based courses will only be accepted with the approval of the Department Chair and Program Coordinator.
- 10) If the course was taken after application materials had been filed with the Office of Academic Assistance and Graduate Admissions, an official transcript of the course work must be sent directly to the department verifying the course.
- 11) For the master's programs, transferred credit must be no older than seven calendar years at the time of graduation. (ex. You start your program in 2008 and graduate in May 2010. Transfer credit must be dated 2003 and to the present.)
- 12) For those persons applying to a Specialist in Education (Ed. S.) degree program, only courses taken after admission into an Ed. S. program may be used to fulfill program requirements. Courses completed at the non-degree or master's level cannot be used as transfer credit for an Ed. S. program. No coursework may be more than six calendar years old at the time of graduation.
- 13) Course work taken on a non-credit basis will not be eligible for academic credit.

### **Transfer of Credit**

In order to transfer credit from a previous program into the current program of study, it is necessary to download and fill out the Petition for Transfer of Graduate Credit form:

<http://education.gsu.edu/oaa/docs/Tranfinal.pdf>

# Counseling and Psychological Services

education.gsu.edu/cps

## Student Frequently Asked Questions

1. **I am a new student this year and I want to know how I start to search for my practicum/internship site?**
  - a. Professional and Rehabilitation Counseling students will be notified of a mandatory practicum/internship orientation that takes place in January. At that orientation you will learn how to select a site and all about the number of hours you will be working. School Counseling and School Psychology faculty do the practicum/internship orientations for their students and they will notify students of the dates.
  
2. **When can I see the next semester schedule of CPS classes?**
  - a. The schedule is posted on Go Solar two weeks prior to the start of registration. You can log onto Go Solar to view the schedule and check your registration day and time. Try to register as close to your assigned time as possible. Classes fill up quickly. Academic and Semester Calendars are kept by the Registrar's Office and may be found at [http://www.gsu.edu/academic\\_calendar.html](http://www.gsu.edu/academic_calendar.html)
  
3. **What is a Course Authorization Form and when do I have to fill one out?**
  - a. The Course Authorization Form (found in the CPS office or at: [http://education.gsu.edu/cps/docs/CPS\\_COURSE\\_AUTHORIZATION\\_PROCEDURES.doc](http://education.gsu.edu/cps/docs/CPS_COURSE_AUTHORIZATION_PROCEDURES.doc)) is used in three situations: if you are receiving an error message when you try to register, if you are registering for a class that is restricted or has prerequisites that you haven't completed, or if you are trying to register for a class that is full. In all situations, fill out the form (include the class name and number, the CRN number, any error message) and turn it into Annette Johnson in the CPS office or email to Annette at [ajohnson@gsu.edu](mailto:ajohnson@gsu.edu). She will contact the instructor to see if they will authorize you to take a restricted class, if they are able to overflow or if you have met the course prerequisites. If you are receiving an error message, she will be able to research that as well.
  
4. **Is the Comprehensive Examination different then the NCE examination?**
  - a. Yes. The comprehensive examination is a *requirement for graduation in the Professional and Rehabilitation counseling programs* (School Counseling uses the GACE Subject exam or the PRAXIS II and School Psychology

students use the PRAXIS II subject exam in place of a comprehensive exam). You may take the comprehensive exam only *one time per semester* and only *up to three times* total. There are prerequisite courses listed in your student handbook that you must complete prior to taking the comprehensive examination. Most students have completed the prerequisites by the end of their second fall semester and take the examination in their final spring semester. The dates of the upcoming comprehensive examination and the application can be found at <http://education.gsu.edu/cps/807.html>.

The National Counselors Examination (NCE) is an optional examination which the state of Georgia uses as the cognitive requirement for licensure. It is given on campus in April of each year. *It is open only to current CPS Professional, Rehabilitation or School Counseling students who have just graduated that December, or will graduate the next May or August.* You will be given an application during your practicum/internship class and you may choose to take this examination or not. If you do not choose to take it on campus when you are eligible, you will have to arrange to take it from the Composite Board in Macon, GA (<http://www.sos.state.ga.us/plb/counselors/>) or through the National Board of Certified Counselors ([www.nbcc.org](http://www.nbcc.org))

**5. I want to switch to another program within the CPS department. What do I need to do?**

- a. You have to apply to and be accepted into the program. The deadlines for application and the semester of admission are:

Professional Counseling – summer	Feb. 1
Professional Counseling – fall	March 1
School Counseling – summer only	Jan. 15
School Psychology – fall only	Feb. 1
Rehabilitation Counseling – fall only	May 1

Yes, the Office of Academic Assistance and Graduate Admissions (OAA) require that you send in another application, test scores, transcripts, etc.

- b. Set up an interview with the coordinator of the program of interest.

**6. What happens if I apply to a different program but am not accepted? Can I continue in my original program?**

- a. Yes. You do not have to do anything to continue in your original program.

**7. What happens if I apply to a different program and am accepted? Do my credits automatically transfer?**

- a. Yes, those that are needed in your new curriculum. You will attend a

mandatory orientation prior to starting your new program. At that time you will be given the model curriculum for your new program and you will be able to see which of the courses in your new program that you have already taken. Be aware that any course work taken prior to admission in a CPS program **WILL NOT COUNT TOWARDS THE CURRICULUM FOR THAT PROGRAM. NOTE** when you switch programs you will be adding a year to the length of time it will take you to complete your degree. The practicum/internship sequence for all programs only start in fall and end in spring, so you must postpone it one year while you are completing the prerequisite course work in your new program.

**8. I have taken some previous course work and want to transfer in some classes. How do I do this?**

- a. The course work must be at the graduate level and if you are transferring it into the School or Professional Counseling programs, it can only come from a CACREP accredited school. All CPS programs will accept credits only from accredited schools. The course work must be no older than 6 years by the time you will graduate. Please carefully review the Transfer Credit Policy found at <http://education.gsu.edu/cps/791.html>.

**9. I need to take some time off. Do I have to reapply to my program?**

- a. No. If you take 12 consecutive months off from classes, you will have to fill out a Reentry Form (<http://www.applyweb.com/apply/gsure/>) You want to pay attention to the most recent Course Listing to see if the semester when certain courses are offered has changed. The course listing can be viewed on the CPS web site in any of the program handbooks, found in each Program Page. If you take less than 12 months off, you simply register for classes as usual at your given day and time in Go Solar.

Be aware that the University is instituting a new Continuous Enrollment Policy effective fall semester 2006. This policy will require the following:

- A. Graduate students must register for at least a total of six semester hours of course work **during any period of three consecutive terms (fall, spring, summer)** until completion of degree.
- B. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

**10. I want to take a class that is not on the approved list of electives for my major. Is this possible?**

- a. Yes. Read the instructions and fill out a Petition for Waiver or Variance. This form can be found at

[http://education.gsu.edu/eps/docs/Petition\\_Form\\_Waiver.pdf](http://education.gsu.edu/eps/docs/Petition_Form_Waiver.pdf).

**11. What is a GRA and how do I get one?**

- a. Graduate Research Assistantships are available in most academic departments in the university and many student support offices (the recreation center, tutoring, housing, etc.). There is no central listing of all GRA opportunities. Update your resume and stop by each department to see if they have any GRA openings. Starting in fall 2006 there will be two types of GRA appointments: one will be a single GRA appointment, 8-10 hours per week with a stipend and a 50% tuition waiver. The other will be a GRA appointment, 8-10 hours with a higher stipend and a 100% tuition remission. The higher remission will be more specialized work and the lower rate less specialized work. You can put together two of the lower level GRA positions and receive a full tuition remission.

GRA policies may be found at

<http://www2.gsu.edu/~wwwhre/employment/graduatestudent.htm>.

**12. I plan to graduate in two semesters. What do I need to do?**

- a. You have to file a Graduation Application by the deadline shown at [http://www.gsu.edu/es/applying\\_for\\_graduation.html](http://www.gsu.edu/es/applying_for_graduation.html) (be sure you are looking at the deadlines for GRADUATE applications) and turn it in with the graduation fee. You may choose to participate in the ceremony or not. If you do, please visit the GSU Bookstore for information about cap, gown and hood. Your hood color is ordered by degree (M.S., M.Ed.) only – not by major.

**13. I was admitted to the master' s program and the Education Specialist (Ed.S) program at the same time. When can I take Ed.S. classes?**

- a. As long as you were concurrently admitted to the master' s and specialist programs, you can take any Ed.S. classes while you are taking your master' s classes, EXCEPT CPS 8450 Advanced Group (you must graduate with your master' s prior to taking this class) and CPS 8660 Applied Practice II can not be taken until after you complete your master' s level practicum and internship.

**14. I was not concurrently admitted into the master' s and Education Specialist Program. How can I apply to the Ed.S. program?**

- a. During the semester you will graduate with your master' s, apply to enter the Ed.S. (specialist) program the next semester. You have to wait until you are about to complete the master' s degree because having a master' s degree is a requirement for admission to the Ed.S. program. For more

information on admission criteria for the Ed.S. programs, please see [http://education.gsu.edu/oaa/EDS\\_Materials.htm](http://education.gsu.edu/oaa/EDS_Materials.htm)

Do not take any Ed.S. classes prior to being admitted into the Ed.S. program. They will not count towards your curriculum unless you take them after you are admitted into the program.

Application deadlines for the Ed.S. programs are:

Spring Semester Entry	October 1
Summer Semester Entry	February 1
Fall Semester Entry	May 1

**15. What are the advantages of taking Ed.S. classes or completing the Ed.S. degree?**

- a. For students who want to pursue licensure in Georgia, completing the Ed.S. degree will lower your post-master' s supervised and work experience from three years to only two years. Also, many states require 60 hours of graduate level course work to be licensed. The CPS department master' s programs are 48 hours. You can use your admission to the Ed.S. program to take the additional 12 hours of graduate course work. Ed.S. classes are also a great way to focus on an area of interest and increasing your skills.

For School Counselors employed in the public school system in Georgia, completing the Ed.S. degree means higher pay.

**16. What courses can I take as my Ed.S. electives?**

- a. Your Ed.S. electives can be any 7000 level or above course in any department in the College of Education, or the departments of Sociology, Psychology or Anthropology.

**17. I will graduate with my M.S. in Professional Counseling and I am interested in applying to the add-on certification program in School Counseling. What do I do?**

- a. You must apply to and be accepted into the add-on program (application deadlines shown under question number 5). You will not be earning another masters - you will be taking only the courses in the School Counseling curriculum that you have not taken already. You will do another practicum/internship in a school setting. You can not start your practicum/internship until the second fall after your admission into the add-on certification program. At the end of your program you will be eligible to become certified as a school counselor.

**18. I am in the School Counseling program and I have to take EXC 2010 Exceptional Children and IT 7360 Technology for Educators. Can I test out of the technology course?**

- a. Yes. Go to <http://www.gapsc.com/> and click on Computer Skills Test.

