

Clinical Mental Health Counseling

Master of Science

Student Handbook

2021 - 2022

**Department of Counseling & Psychological Services
College of Education & Human Development
Georgia State University**



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Quick Contact Reference

- ✓ **CPS Department Web Site** <http://cps.education.gsu.edu/>
 - ✓ **Problems with Go Solar** Contact Registrar's 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 & Human Development and GSU
 - Graduation audits
 - Graduate Catalog regulations
 - Changing programs
 - Transient studentContact **Graduate Student Services and Graduate Admissions** 404-413-8000
 - ✓ **Graduation Questions** – contact Graduation Office 404-413-2248
 - ✓ **Course Authorizations (Restrictions, Overrides, Errors)** – Lydia Ewonus
Are processed online: <https://www.jotform.com/form/80375384338160>
Lydia Ewonus processes all authorizations: lewonus@gsu.edu
 - ✓ **Comprehensive Exam, Practicum/Internship process questions** – Lydia Ewonus
Please contact Lydia Ewonus- lewonus@gsu.edu
 - ✓ **Practicum/Internship Web** site is located at:
<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>
 - ✓ **Questions related to the CPS programs**, including program course requirements, course content, career plans, and expectations for your field of preparation and interest, contact Regina Finan, Academic Advisor for CPS at rfinan1@gsu.edu
 - ✓ **Parking and Transportation** <http://parking.gsu.edu/>
 - ✓ **Setting up GSU Student Email Account** <http://technology.gsu.edu/get-started-technology/students/>
 - ✓ **Getting your GSU Student ID** <http://panthercard.gsu.edu/panthercard/>
 - ✓ **Resume development, interview skills, job search skills**
Contact University Career Services, 2nd Floor, Student Center West 404-413-1820
 - ✓ **Georgia Licensure Information for Counselors** 478-207-1670
Contact the Georgia Composite Board of Professional Counselors, Social Workers
And Marriage and Family Therapists <http://sos.ga.gov/index.php/licensing/plb/43>
- 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 largest university in Georgia (as per University System of Georgia enrollment data for Fall 2016). Granted university status in 1969, it is now a leading urban public research university with an enrollment of more than 53,000 students. It is comprised of ten colleges and schools: Arts, Arts and Sciences, Business, Education and Human Development, Honors, Law, Nursing and Health Professions, Perimeter, Policy Studies, and Public Health. Georgia State University is in the heart of the business district of downtown Atlanta, and has been recognized for its diversity, growth, and innovation.

Once Georgia State University was predominantly a commuter school, however there are now six residence halls available to students. Transportation options include the MARTA bus/rapid rail system, commercial student parking decks on campus, and the Panther Express shuttle service. Graduate school classes are offered in both the day and the evening, so many students work and go to school. Tuition rates vary for in-state and out-of-state students. Residency status is determined by the residence auditor of the University.

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 & Human Development is accredited by the State of Georgia Board of Education for Teacher Certification and by the National Council for Accreditation of Teacher Education.

DEPARTMENT OF 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 & Human Development. Students are prepared to work in settings such as vocational rehabilitation, schools, correctional facilities, colleges, and in various mental health facilities and counseling practices. Specific master's degree programs are available in clinical mental health counseling, clinical rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialist in Education (Ed.S.) degrees can be obtained in school counseling and school psychology. Doctoral (Ph.D.) degrees can also be obtained in school psychology, counselor education and practice, and counseling psychology.

A student's skills are developed not only from multidisciplinary course work in and out of the department, but also from extensive supervised practice 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 & Human Development building. The department maintains modern audiovisual equipment and technology. Group rooms, observation areas, a playroom, and special classrooms were designed specifically for the department.

The Department of Counseling and Psychological Services houses an assessment library of materials and equipment. Materials include books for bibliotherapy, kits for parent and teacher education programs, and other packaged materials for use with students.

FACULTY

Dr. Brian Dew, Department Chair

Dr. Jonathan Orr, Program Coordinator

Counseling and Psychological Services Faculty

Dr. Jeff Ashby

Dr. Debbie Berens

Dr. Catharina Chang

Dr. Tamara D'Anjou-Turner

Dr. Don Davis

Dr. Cirleen DeBlaere

Dr. Franco Dispenza

Dr. Dennis Gilbride

Dr. Natalie Grubbs

Dr. Kan Guvensel

Dr. Erin Mason

Dr. Joel Meyers

Dr. Chavez Phelps

Dr. Catherine Perkins

Dr. Ken Rice

Dr. Andy Roach

Dr. Laura Shannonhouse

Dr. Han Na Suh

Dr. Leslie Wofford

STAFF

Lydia Ewonus, Administrative Specialist - Administrative

Regina Finan, Administrative Specialist - Managerial

Katie Lowry, Business Manager II

Yolande Miller, Fiscal Grants Specialist

Yolanda Parker, Administrative Specialist - Administrative

PROGRAM INFORMATION

The Clinical Mental Health Counseling Master of Science program enables the student to acquire expertise in the nine core areas of knowledge and all the domains of clinical mental health counseling required by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from this program does not automatically lead to licensure as an Associate Professional Counselor (APC) or as a Licensed Professional Counselor (LPC). Students are 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://sos.ga.gov/index.php/licensing/plb/43>.

The Department of Counseling and Psychological Services is not a licensure or certification organization. Students are responsible and accountable for obtaining certification information to be a National Certified Counselor (NCC) or a Certified Clinical Mental Health Counselor (CCMHC) from the National Board for Certified Counselors (NBCC). 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 the licensure requirements of their chosen state. The department does not speak for licensing or certification boards.

Certification and licensure boards (including LPC in Georgia) reserve the right to approve/deny each individual application, or require additional coursework of any applicant. While this program is a recognized program, completing it does not guarantee certification and/or licensure. Certification/licensure is granted only by the appropriate boards—it is not granted by a graduate program. Each board reserves the right to maintain and change their eligibility requirements, including but not limited to graduate mental health counseling program course requirements, as well as the criminal and professional disciplinary history of the applicant. Concerned students should contact the boards of their desired certification and licensure before completing the mental health counseling program.

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 mental health counselor through advocacy and promotion of the profession.
- Counsel and consult in ethical and professional services to a diverse and multicultural society.
- Develop a professional practice of mental health 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.

In order to accomplish these goals, all mental health counseling students are charged with acquiring pertinent knowledge, developing appropriate skills and/or techniques, and reviewing their 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 & Human Development, the university, and 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 advisor 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 & Human Development 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 & Human Development. 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 access the GSU Graduate Catalog here: <http://www.gsu.edu/enrollment/catalogs.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 & Human Development, 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 & Human Development guidelines for degree completion *and* if the student's new program advisor 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 Graduate Student Services and Graduate Admissions (300 College of Education & Human Development Bldg) by the following deadlines:

| | |
|------------------------|------------|
| To reenter Fall Term | August 1 |
| To reenter Spring Term | December 1 |
| To reenter Summer Term | April 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 & Human Development. If the student's cumulative GPA is less than 3.00, they 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 & Human Development for one or more of the following three reasons:

1. The student completed an academic term in which they did not earn a term GPA of at least 3.00 while they were 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 their major.

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

PETITION AND APPEALS

Students are expected to know and comply with university, college, and department policies and requirements. However, there are petitions and appeals procedures available for students within the College of Education & Human Development under the following circumstances:

- The stated policies and procedures would cause an undue hardship or do not account for extraordinary circumstances; or
- There are specific actions, practices, or decisions that have been carried out in an arbitrary, discriminatory, or inequitable manner

Petition for Waiver or Variance: This petition is for use by students in the College of Education & Human Development who are seeking a waiver or variance from an established policy, procedure, rule, or guideline governed by the College of Education & Human Development. All proposed deviations from the program of study as contained in the students' program as it is published in the appropriate graduate catalog must have prior approval of the students' advisor, the department chair, and the dean of the college. Students must complete a student petition for waiver or variance form for each proposed program deviation. The petition form can be obtained from Graduate Student Services and Graduate Admission's website: <https://education.gsu.edu/download/petition-for-waiver-or-variance-2/>.

Students should read the entire petition form instructions carefully. Students should complete all sections in the top box of page 2 on the form, and then sign in their designated area. In that top box on page 2, students are asked to state, "*Policy, procedure, rule, or guideline:*" Here, students should write the rule they are asking to be waived. (For example, a student may write the rule/policy: *Students must pick a course from an approved list of electives to satisfy the elective requirement for the MS CMH program.*" Below this line in that same box, students are asked to state, "*Modification sought:*" Here, students should write what they are wanting to see approved, or the deviation from the policy they wish to make. (For example, a student may write: *Allow me to complete CPS 8530 Professional Issues and Decisions as my approved elective, even though CPS 8530 is not on the approved list of electives for the MS CMH program*"). Don't forget to attach a letter, as the form requests, explaining why this exception should be made for you. The form and required letter from you are then submitted to your advisor, who will make sure all the other necessary signatures are placed on it. This petition form must be submitted by the end of the term prior to the term in which the exception is needed. GSS will advise the student of the final decision.

Petition for Resolution: This petition allows for a request to redress an academic treatment believed to be injurious, unjust, or wrong. Students are encouraged to discuss academic or non-academic problems or grade concerns with the instructor prior to filing a formal petition in an effort to gain understanding about the basis of the treatment or grade. If the issue is not resolved informally, students should complete the Student Petition for Resolution process <https://education.gsu.edu/download/student-petition-for-resolution/>.

1. Students are encouraged to discuss the academic or non-academic issue or grade concern with the instructor prior to filing a formal appeal, in an effort to gain understanding about the basis of the issue or grade. If the issue is not resolved informally, students should use the following procedure for the Student Petition for Resolution process and retain copies of all materials submitted.

2. Fill in your name as it appears in university records. Include your Panther number, e-mail address if you have one, and daytime telephone number(s). Fill in the name of the department you are petitioning.

3. Complete Part I and attach a typed statement giving the reason(s) the petition should be granted. Include in the statement (a) the specific action, practice, or decision that is problematic; (b) the impact of the decision; (c) what resolution is being sought; and (d) why it should be granted. Attach relevant supporting documentation included but not limited to work samples, pertinent correspondence, course evaluation, and/or course syllabi.

4. Submit the form and required attachments to the appropriate department chair before the end of the term in which the academic or non-academic issue occurred, or, in the case of a final grade petition, within ten (10) business days of the beginning of the academic term (fall, spring, summer) that follows the term in which the final grade was submitted by the instructor. For complaints not related to grade appeals, consideration will not be given to any complaint submitted later than the end of the term immediately following the term in which the matter in question arose. Keep copies of all papers submitted.

- Department Communication Sciences and Disorders - Dr. Julie Washington, 8th Floor, CEHD Bldg.
- Counseling and Psychological Services - Dr. Brian Dew, 9th Floor, CEHD Bldg.
- Early Childhood and Elementary Education - Dr. Laura May, 5th Floor, CEHD Bldg.
- Educational Policy Studies - Dr. Jennifer Esposito Norris, 4th Floor, CEHD Bldg.
- Kinesiology and Health - Dr. Jerry Brandon, 137 Sports Arena
- Learning Sciences - Dr. Brendan Calandra, 7th Floor, CEHD Bldg.
- Middle and Secondary Education Dr. Gertrude Tinker Sachs, 6th Floor, CEHD Bldg.

5. For Part II, the department chair will provide a decision in writing to the student, normally within ten (10) business days of the receipt of the Student Petition for Resolution, absent extenuating circumstances.

6. The student may appeal the department chair's decision with ten (10) business days of being notified of the chair's decision. To initiate the appeal and complete the Student Appeal form, the student must contact the Office of Academic Assistance (undergraduates) or Graduate Student Services in the College of Education & Human Development at 404/413-8000.

FYI - According to university policy, students can only petition the current semester's grades. After the two week time period, grades can no longer be petitioned. Please contact the academic advisor if you have any questions about the grade petition process.

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, specialist, 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, as well as respond to 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, specialist, 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 the 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. They 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 their 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 regarding 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 an email 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 email will serve to a) identify the Chair and members of the Retention Committee, and b) 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 the student's official GSU email address 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 they will submit to the Committee at least two business days 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 and name of an attorney or representative.
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 their expense) to receive a copy of recordings 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. The student will submit all questions in writing to the Chair of the Retention 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> |
|---|

- 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 Clinical Mental Health Counseling students, School Counseling Students, Clinical Rehabilitation Counseling students, and Counselor Education and Practice 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
- Ability to interact appropriately and effectively with other students, faculty, and staff

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 via official GSU email.
17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education & Human Development Catalog.

Reviewed, revised and approved by the CPS faculty on August 19, 2014.

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. Please see this website for the complete policy:

<https://education.gsu.edu/admissions/continuous-enrollment-requirements/>.

Role of the Academic Specialist

Please be aware that while the academic specialist may be trained and/or licensed as a professional counselor, they **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 Specialist in the CPS department acts as an advisor to approximately 250 master's, specialist, and doctoral students, and works with faculty, community members, applicants, administration, and other departments. The information below details the services provided by the Academic Specialist 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 meet 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
- 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
- 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 (read the student handbook and course catalog!)
- be aware of time constraints imposed on faculty and staff

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

Things the advisor *cannot* do...and who CAN do them!

Alter registration days/times – Registration times are set by the Registrar’s Office according to a formula found in the Graduate Catalog, 1312.15: “Time-ticket assignments are assigned with priority to students scheduled to graduate during 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. Only the student can register and add courses at the graduate level.

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 have 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 Yolanda Parker (yparker@gsu.edu).

Process Course Authorizations for overflows, error messages, or cohort sections – This is handled in the CPS office by Lydia Ewonus (lewonus@gsu.edu).

Comprehensive Examination registration and schedule - This is handled in the CPS office by Lydia Ewonus (lewonus@gsu.edu).

Comprehensive Examination content and format questions - This is handled in the CPS office by the Mental Health Counseling Program Coordinator. Please contact this faculty member.

Speak with authority on behalf of any state licensing board – CPS is a training program and cannot speak on behalf of any state licensing body. The Academic Specialist can share any personal experience they may have with licensure in the state of Georgia, help you connect with the appropriate website for a state you are researching, or help you find a workshop about how to become an APC and LPC in Georgia, but cannot 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 the Practicum/Internship Coordinator faculty member. Specific forms for practicum/internship are signed by your GSU Supervisor or Internship Site Supervisor.

Services provided by the Academic Specialist 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 ensure the website is 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 & Human Development.

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 Mental Health Counseling

The mental health counseling program is a 60-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 orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, diagnosis, and research and program evaluation. 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 & Human Development graduate catalog for additional information: <http://enrollment.gsu.edu/catalogs/>.

PROGRAM OF STUDY (60 REQUIRED SEMESTER HOURS)

I. Professional Studies (9 semester hours)

- CPS 7340 Social/Cultural Issues in CPS (3)
- CPS 7500 Individual and Family Over the Lifespan (3)
- EPRS 7900 Methods of Research in Education (3)

II. Major (33 semester hours)

- III.**
- CPS 6010 Professional Counselor Identity, Practice, and Ethics (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 7450 Educational and Psychological Appraisal (3)
 - CPS 8100 Psychobehavioral Diagnosis (3)
 - CPS 8380 Family Systems and Interventions (3)
 - CPS 8430 Advanced Counseling Skills (3)
 - CPS 8460 Biopsychosocial Aspects of Addiction (3) (only taught in Maymester for MHC)
 - CPS 8470 Crisis Intervention (3)

IV. Applied Practice (12 semester hours)

- CPS 7660 Applied Practice I: Mental Health Counseling (3) **(fall)**
- CPS 7680 Internship: Mental Health Counseling (9) **(3 fall/6 spring)**

V. Elective (6 semester hours)

Program total: minimum of 60 semester hours

Possible Approved Masters in Mental Health Counseling Program Electives

Some courses are subject to instructor authorization

***There may be additional offerings.**

****Some courses may not be offered as listed.**

| Courses | | Prerequisites | Offered | | | Limit |
|--|----------|--|---------|--------|--------|-------|
| | | | Fall | Spring | Summer | |
| Rehab Counseling Placement Case Management | CPS 8320 | N | N | N | Y | 20 |
| Human Sexuality | CPS 8390 | Instructor Consent | N | N | Y | 30 |
| Intro to Play Therapy | CPS 8400 | CPS 6010 Prof. Identity with a minimum grade of "B" and CPS 7260 Counseling Systems with a minimum grade of "C". | N | Y | Y | 15 |
| Medical and Psychological Aspects of Disability I | CPS 8410 | Y | Y | N | N | 20 |
| Medical and Psychological Aspects of Disability II | CPS 8420 | N | N | N | Y | 20 |
| Counseling Skills/Strats for School Aged Chldrn | CPS 8431 | N | N | Y | N | 20 |
| Advanced Group Counseling | CPS 8450 | Instructor Consent | N | Y | N | 20 |
| Stress Management | CPS 8500 | N | N | N | Y | 30 |
| Child/Adolescent Psychopathology | CPS 8540 | N | N | Y | N | 20 |
| Advanced Play Therapy | CPS 8600 | Instructor Consent | Y | N | N | 12 |
| Adlerian Techniques with Families/Couples | CPS 8620 | CPS 7260 Counseling Systems with a minimum grade of "C". | N | Even | N | 20 |
| Seminar: Adventure Therapy | CPS 8970 | Instructor Consent | N | N | Y | 12 |
| Seminar: Treating the Traumatized Child | CPS 8970 | N | N | Even | N | 30 |

Semester course listings change from semester to semester. Please check online course listing for the most current listing of semesters when courses are offered.

VERY IMPORTANT INFORMATION! PLEASE READ ALL!

Beginning of the Program

- All students will be given a GSU email address where you will receive emails from the department and university. Students will need to check their GSU email regularly for information concerning your courses and program. The GSU email can be forwarded to any other email 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 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 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 course work. When repetition of CPS 6010 is necessary, **NO OTHER CPS COURSE MAY BE TAKEN.**
- CPS 6410 Basic Counseling Skills requires students tape a final performance video that will be reviewed by training doctoral students, current faculty, and other necessary and appropriate parties. By entering this course, students consent to be videotaped.
- CPS 6450 Group Counseling Systems is a didactic course that may include a growth group experience. Students should plan to attend every class and avoid scheduling trips, vacations, etc.
- All students must attend a practicum/internship workshop in the Spring semester prior to beginning the practicum/internship sequence. Students should check in their first January for the orientation dates. Dates will be posted here: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/> (or students can contact the Practicum/Internship Coordinator for those dates). 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.

Middle of the Program

- **The following classes are to be successfully completed prior to beginning the practicum/internship sequence:** CPS 6010, 6410, 6450, 7260, 7340, 7300, 7450, 7500, 8100, 8380, and CPS 8460. **Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence. Students must have the approval of the faculty to begin practicum/internship. If there are any concerns about a student participating in practicum/internship, the student will receive a letter from the faculty prior to the start of their practicum course (CPS 7660).**

- 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://registrar.gsu.edu/graduation/>. Students hoping to graduate in May must apply **by the preceding August**.

End of the Program

- 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 apply to register: <https://education.gsu.edu/cps/students/cps-comprehensive-exam-information/>. 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 2019-2020 edition, section 4120 for the Minimum Requirements for All Master's Degrees <https://catalog.gsu.edu/graduate20192020/college-of-education-and-human-development/#masters-degree-regulations>. **This includes information regarding 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, 8100, 8380, 8460, 8470, 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.
- Students are recommended to sit for the National Counselor Examination for Licensure and Certification (NCE)] in their last semester of internship (CPS 7680). The exam can be taken April through June. Information will be provided to students during the fall semester of their internship (CPS 7680) on how to register for the NCE. Please note that the CPS department cannot guarantee that NBCC will approve your NCC application. Our CPS program is designed around NBCC qualifications for an approved program; however, NBCC reserves the right to individually approve each applicant, regardless of counseling graduate program completed. The NCC exam is an optional exam, but the first step towards (L)APC licensure in the state of Georgia and several other states—please check your preferred state for licensing requirements.
- You may also consider taking the National Clinical Mental Health Counseling Examination [NCMHCE], which is required for licensure in some states (please check with the state licensing board where you wish to practice). This exam is required if you wish to have the Certified Clinical Mental Health Counselor [CCMHC] national certification. If you are interested in taking this exam, please discuss with Lydia Ewonus and your Program Coordinator.
- Students are encouraged at the completion of internship to get Form A of the Georgia APC packet signed by their GSU supervisor (CPS 7680 Instructor).

Master of Science Degree in Mental Health Counseling Model Program

Summer 2021 (1st Session) total hours = 9

June/July Semester (7-week)

CPS 6010 Professional Counselor Identity, Practice, and Ethics (3)

CPS 7500 Individual and Family Over the Lifespan (3)

CPS 7450 Educational and Psychological Appraisal (3)

Fall 2021 (2nd Session) total hours = 15

CPS 6410 Basic Counseling Skills (3)

CPS 7340 Social & Culture Issues in Counseling & Psych Services (3)

CPS 7260 Counseling Systems and Interventions (3)

EPRS 7900 Methods of Research in Education (3)

CPS 8100 Psychobehavioral Diagnosis (3)

Spring 2022 (3rd Session) total hours = 15

CPS 6450 Group Counseling Systems (3)

CPS 8470 Crisis Intervention (3)

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

CPS 8380 Family Systems and Interventions (3)

CPS 8430 Advanced Counseling Skills

Summer 2022 (4th Session) total hours = 3-9

Maymester (3-week)

CPS 8460 Biopsychosocial Aspects of Addiction (3)

June/July Semester (7-week)

Elective (3)

Elective (3)

**you can take both electives now, or in the upcoming Fall/Spring, but most are offered in the Summer*

Fall 2022 (5th Session) total hours = 6-9

CPS 7660 Applied Practice I (3-6)

CPS 7680 Internship I (3)

Elective (3)

Spring 2023 (6th Session) total hours = 6-9

CPS 7680 Internship II (6-9)

Elective (3)

Students are expected to follow the model program. 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 your schedule.

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.

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. Please be advised that your specific section of EPRS 7900 will be taught by CPS faculty and you will be directed to register for that specific CRN number.

Semester Course Offerings

For an updated course offerings list, please check with the CPS Academic Advisor.

Mental Health Counseling Program Summer Semester

Clinical Mental Health Counseling students should plan on completing model program courses in the 3-week “Maymester” and 7-week “Regular semester” during the summer semesters of enrollment. *Students should not plan on traveling during any of these time periods as required courses may be offered.*

Program of Study Checklist

Major: Clinical Mental Health Counseling Student: _____
 Degree: Master of Science Panther ID: _____
 Catalog Year: 2020-2021 60 Semester Hours

- _____ CPS 6010 Professional Counselor Identity, Practice, and Ethics (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 (3)
- _____ CPS 7450 Educational and Psychological Appraisal (3)
- _____ CPS 7500 Individual and Family Over the Lifespan (3)
- _____ CPS 7660 Applied Practice I: Counseling (3)
- _____ CPS 7680 Internship: Counseling (9) (3 FALL/6 SPRING)
- _____ CPS 8100 Psychobehavioral Diagnosis (3)
- _____ CPS 8380 Family Systems and Interventions (3)
- _____ CPS 8430 Advanced Counseling Skills (3)
- _____ CPS 8460 Biopsychosocial Aspects of Addiction (3)
- _____ CPS 8470 Crisis Intervention (3)
- _____ EPRS 7900 Methods in Research in Education (3)
- _____ Elective (6 hours) Options include, but are not limited to the following courses:
- _____ CPS 8300 Traumatology (3)
- _____ CPS 8340 Advanced Multicultural Counseling Strategies and Interventions
- _____ CPS 8390 Human Sexuality (3)
- _____ CPS 8400 Introduction to Play Therapy (3)
- _____ CPS 8500 Stress Management (3)
- _____ CPS 8620 Adlerian Techniques with Families and Couples (3)
- _____ CPS 8970 Seminar

**All elective courses may not be offered and there are instructor authorizations placed on some courses.*

***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 Mental Health 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 7300, CPS 7340, CPS 7500, CPS 8100, CPS 8380, CPS 8460, and approval from faculty.

For Mental Health Counseling students 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, CPS 8100, CPS 8380, CPS 8430, CPS 8460, CPS 8470 and EPRS 7900.

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 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. **Cohort Classes** – Many courses are for a specific cohort section within the first 10 days of registration. If you would like to have authorization to take a class with another cohort, fill out this form. Please be advised that you should discuss you options with your Program Coordinator and the Academic Specialist.

3. Submitting a Course Authorization Form

Submit the form to Lydia Ewonus online:

<https://www.jotform.com/form/80375384338160>

Course Authorization Form and Procedure

- Lydia Ewonus 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.

4. 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.

Mental Health Counseling Course Descriptions

CPS 6010 PROF COUNSELOR IDENTITY, PRAC, ETHICS 3.0

Professional Counselor Identity, Practice, and Ethics. This course provides an introduction and overview of the counseling profession. Students learn about the roles, responsibilities, and identity of a mental health counselor; the history of the counseling profession; the various work settings of counselors; professional organizations; professional journals; standards of preparation; credentialing and licensure; ethical and legal issues; current trends and issues; and awareness and action. A minimum grade of “B” is required for this course.

CPS 6410 BASIC COUNSELING SKILLS 3.0

Basic Counseling Skills. This course is an introduction to basic counseling skills. It exposes students to the helping skills necessary for effective professional counseling, rehabilitative counseling, school counseling, and school psychology. The course is applicable to graduate students, in other disciplines, that use intentional interviewing and interpersonal skills to promote personal growth and development in others. This course includes both didactic and experiential learning. Students are graded as satisfactory (S)/unsatisfactory (U). A minimum grade of “S” is required for passing this course.

CPS 6450 GROUP COUNSELING SYSTEMS 3.0

Group Counseling Systems. Prerequisite: CPS 6410 with a minimum grade of “S”.

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.

Course is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course.

CPS 7260 COUNS SYSTEMS & INTERVENTIONS 3.0

Counseling Systems and Interventions. 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. A minimum grade of “C” is required for this course.

CPS 7300 CAREER THEORY, ASSESS, INTERVEN 3.0

Career Theory, Assessment, and Intervention. This course is an introductory course of career theory, assessment, and intervention. Course contents include (a) classic and contemporary career development and counseling theories, (b) career assessment, (c) multicultural career issues, and (d) career counseling and intervention. Students are expected to learn how to apply career theories and assessments in counseling with various populations. A minimum grade of “C” is required for this course.

CPS 7340 SOCIAL/CULTURAL ISSUES IN CPS 3.0

Social/Cultural Issues in Counseling and Psychological Services. This course enhances and advances the knowledge, skill, and sensitivity to diverse populations in the counseling process. The student learns the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist. A minimum grade of “C” is required for this course.

CPS 7450 EDUCATIONAL & PSYCH APPRAISAL 3.0

Educational and Psychological Appraisal. This course covers cognitive and noncognitive methods of data gathering in educational and psychological organization. Students focus on the history, ethical and legal practices, psychometrics of administration, scoring, and integration of tests, inventories, and interviews. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools. A minimum grade "C" is required for this course.

CPS 7500 INDIV/FAMILY OVER THE LIFE SPAN 3.0

Individual and Family Over the Life Span. 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. A minimum grade of "C" is required for this course.

CPS 7660 APPL PRAC I: MENTAL HEALTH COUNS 3.0 to 6.0

Applied Practice I: Mental Health Counseling. Prerequisites: CPS 6450 with a minimum grade of "S", CPS 7260, 7340, 7500, 7450, 8100, 8460, 6150, and 7410 with minimum grades of "C".

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. Practicum may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 7680 INTERN: MENTAL HEALTH COUNSELING 3.0 to 9.0

Internship: Mental Health Counseling. Prerequisite: permission of department for fall/spring. This internship is designed to enable students to practice their professional or rehabilitation counseling skills by assuming the role of a counselor-in-training on their internship sites. Students carry out all the activities and functions performed by employed counselors on site. Internship may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 8100 PSYCHOBEHAVIORAL DIAGNOSIS 3.0

Psychobehavioral Diagnosis. Prerequisite: CPS 6010 with a minimum grade of "B". 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 V. 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). A minimum grade of "C" is required for this course.

CPS 8380 FAMILY SYSTEMS & INTERVENTIONS 3.0

Family Systems and Interventions. Prerequisite: CPS 7260 with minimum grade of "C". This course provides an overview of the historical roots of the family movement and the major theoretical orientations including systematic, psychodynamic, and communications orientations. A brief overview of the role of research and ethics on the development of the family movement is also discussed. A minimum grade of "C" is required for this course.

CPS 8460 BIOPSYCHOSOC ASPECTS ADDICTION 3.0

Biopsychosocial Aspects of Addiction. Prerequisite: CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050 with minimum grades of “C”. 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. A minimum grade of “C” is required for this course.

CPS 8430 ADVANCED COUNSELING SKILLS 3.0

Advanced Counseling Skills. Prerequisite: CPS 6410 with a grade of “S”. This course introduces the constructs and techniques of motivational interviewing. It provides instruction on the stages of change and provides opportunity for case conceptualization and treatment planning. The course includes both didactic and experiential learning. Students are graded as satisfactory (S) or unsatisfactory (U). The minimum grade of “S” is required for passing this course.

CPS 8470 CRISIS INTERVENTION 3.0

Crisis Intervention. Prerequisite: consent of the instructor. Students explore crisis intervention models and appropriate techniques for assessing and facilitating crisis situations. Research bases and practical guidelines are discussed and compared. A minimum grade of “C” is required for this course.

EPRS 7900 METHODS OF RESEARCH IN EDUC 3.0

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

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 (other than the department chair) 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 Graduate Student Services *before* registration is authorized for CPS 8810. This form is available online: <https://education.gsu.edu/wp-content/blogs.dir/635/files/2018/12/Directed-Readings-Form-fixed.pdf>
- The student must fill out the form and then make an appointment with the chosen instructor to complete and finalize the form. The instructor will give the form to the academic advisor for their approval, the chair’s approval and, finally, GSS’s approval.
- GSS will notify the student of the directed readings approval/denial. If approved, GSS will “authorize” the student to register for the directed reading on PAWS/GoSOLAR. The student is responsible for checking for this authorization in their PAWS/GoSOLAR account, and then registering for the directed reading after the authorization has been placed on their GoSOLAR account. Only GSS can authorize the student for this course—no one in the CPS department may give authorization for CPS 8810. Submit the form early so that there is plenty of time for all parties to review and approve the form, for GSS to authorize the student for the course, and for the student to register for the course.

Contact info for GSS: <http://education.gsu.edu/student-services/office-of-academic-assistance/>

NOTE:

- A directed reading cannot 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)

The department does not advise or speak for any licensing board. 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. 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.

Please note that the CPS department cannot guarantee that Georgia Board (or any state Board) will approve your application for counseling licensure. Our CPS program is designed around the Georgia Board's qualifications for an approved program; however, the Georgia Board (and all other state Boards) reserves the right to individually approve or deny each applicant, regardless of counseling graduate program completed.

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

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.

Practicum/ Internship Synopsis

CPS 7660 Practicum and CPS 7680 Internship
Mental Health 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 second fall semester and runs through the second spring semester. Students are required to attend a mandatory practicum-internship orientation in the **first Spring Semester** 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 | Full spring semester |
| What are the clock hours I must accumulate at my site? | 100 hours – 40 hours direct service with clients; 60 hours work-related activities. | 150 hours -65 hours direct service with clients; 85 hours work-related activities. | 450 hours - 175 hours direct service with clients; 275 hours work-related activities. |
| Direct Service Hours | 40 | 65 | 175 |
| Work-Related Hours | 60 | 85 | 275 |
| Total Hours Accumulated | 100 | 150 | 450 |

Total CACREP on-site Hour Requirement: 100 practicum + 300 Fall Internship + 300 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
Site requirements not otherwise listed

Details of how to secure your internship site will be discussed at the Practicum/Internship orientation. All Mental Health 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 Clinical Mental Health Counseling Program ONLY FROM OTHER 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 cannot be transferred (Basic 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 Graduate Student Services 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 2019 and graduate in May 2021. Transfer credit must be dated no older than seven years from May 2021.)
- 11) Course work taken on a non-credit basis will not be eligible for academic 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:

<https://education.gsu.edu/files/2018/12/PetitiontoTransferGraduateCredit-fixed.pdf>

Student Frequently Asked Questions

1. I am a new student this year and I want to know how I start my search for my practicum/internship site?

- a. Students should start by reviewing the approved lists of sites, and doing independent research about the sites. The updated site listing is found within step 4 on this page: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>
- b. Students should also attend student organization events where they can interact with current intern students and hear more about their experiences.
- c. Students will be notified of a mandatory practicum/internship orientation that takes place in Spring semester of their first year in the program. At that orientation you will learn how to select a site and all about the number of hours you will be working. Orientation dates will be posted here: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>
- d. Students are further encouraged to make an appointment with the practicum-internship faculty member, for more personalized advisement around the practicum-internship search.

2. When can I see the next semester schedule of CPS classes?

- a. Academic and Semester Calendars are kept by the Registrar's Office and may be found at <http://registrar.gsu.edu/registration/semester-calendars-exam-schedules/>
These calendars tell the exact date course schedules are available to students. Course schedules are not available to students prior to these online posting dates.
- b. 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.

3. What is a Course Authorization Form and when do I have to fill one out?

The Course Authorization Form (found at: <https://www.jotform.com/form/80375384338160>) 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, or "closed." In all situations, fill out the form online (include the class name and number, the CRN number, any error message) and the form will be automatically forwarded to Lydia Ewonus (lewonus@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 you into a closed/full class, or if you have met the course prerequisites. If you are receiving an error message, she will be able to research that as well. Ms. Ewonus handles all course authorizations.

4. Is the Comprehensive Examination different then the NCE examination?

Yes, the two exams are different exams. The comprehensive examination is *a requirement for graduation in the Mental Health counseling program and is held once a semester by the CPS department. 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 <https://education.gsu.edu/cps/students/cps-comprehensive-exam-information/>

The National Counselors Examination (NCE) is an optional examination which the state of Georgia currently uses as the cognitive requirement for APC licensure. *It is open only to current CPS Mental Health, Rehabilitation or School Counseling students who have just graduated that December, or will graduate in May or August.* NBCC will contact you directly regarding exam registration. The exam is a computer-based test that is usually offered from the end of April through the beginning of June at any Pearson Test Center (there are multiple locations in the Atlanta area). You will be able to select when and where to take the NCE. 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 at the time when you are eligible as a student, you will have to arrange to take it from the Composite Board in Macon, GA (<http://sos.ga.gov/index.php/licensing/plb/43>) or through the National Board of Certified Counselors (www.nbcc.org).

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

You have to apply to and be accepted into the program, just like all other applicants to that program. Graduate Student Services and Graduate Admissions (GSS) requires that you send in another application, test scores, transcripts, etc.

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

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?

Those that are needed in your new curriculum will *likely* transfer. 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, and have been approved for transfer. When you switch master's programs you will be adding at least 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. Be aware that any course work taken prior to admission into an Ed.S program **WILL NOT COUNT TOWARDS THE CURRICULUM FOR THAT 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 Counseling programs, it can only come from a CACREP accredited school. All CACREP accredited programs will accept credits only from CACREP accredited schools. The course work must be no older than 6 years by the time you will graduate. Please carefully review the Transfer Credit Form found at this website: <https://education.gsu.edu/download/transfer-of-graduate-credit/?wpdmdl=6545058>

- b. Students requesting transfer credit should fill out ONE form for each course they hope to transfer.
- c. The form should have a syllabus attached for the original course, as well as an official sealed transcript. Please submit the form, syllabus, and transcript to your advisor.

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

- a. Not necessarily. If you comply with the continuous enrollment policy, and take just one or two semesters off while still fulfilling the minimum hourly enrollment requirements, you will not have to reapply. You will simply register for courses when you choose to return. Carefully review the continuous enrollment policy before taking a semester off:
<https://catalog.gsu.edu/graduate20192020/university-academic-regulations/#university-policy-on-continuous-enrollment>
 - i. 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.
 - ii. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.
- b. If you take three consecutive semesters off from classes, or violate the continuous enrollment policy due to limited hours of registration, you will have to fill out a Reentry Application (https://gsu.qualtrics.com/jfe/form/SV_cRYcJZIU6put2B)
 - i. You must pay the \$25 reentry application fee.
 - ii. The admissions committee for your program **MUST** approve your reentry—it is not guaranteed that you will be readmitted or allowed to complete your program.
 - iii. You will be subjected to the **CURRENT** rules of your program at the time of reentry. If there has been a program change, you will have to complete the newest program requirements of that program, even if that involves repeating a course that has updated content.
- c. You may submit a Continuous Enrollment Policy Waiver: <https://education.gsu.edu/files/2020/04/Continuous-Enrollment-Policy-Waiver-.pdf>

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

Yes, but you must get approval first. See the section of your handbook titled “Petition for Waiver or Variance.” Please note that if you do deviate from your program of study, you risk having licensing and certification boards not approving your program of study.

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. Assistant types vary and can be research, teaching, or administrative; they can be part time or full time; they can come with a partial tuition waiver or a full tuition waiver; and they can range from 8-20 hours per week. They also vary in stipend amounts, where 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 <https://graduate.gsu.edu/files/2017/09/Graduate-Assistant-Policy-Approved-by-Administrative-Council.pdf>

If you receive a GA position in CPS, please contact Yolanda Parker on the CPS staff immediately. She will assist with your hiring process. Please note that she is not responsible for processing hires outside of CPS.

- b. All Graduate Assistants (GA, GRA, GTA, GLA, etc.) in CPS must be enrolled in 18 (or more) credit hours each semester they are receiving a tuition waiver (requirements vary by assistantship). This 18 or more hours of enrollment **can** include up to 9 hours of *CPS 7975 Seminar for Graduate Assistants*. In other words, a typical Graduate Assistant's enrollment might look like this:

- 9 credit hours of *CPS 7975 Seminar for Graduate Assistants* ([this video explains how to adjust variable credit hours on](#) courses that allow adjustments)+
- 3 credit hours of *CPS 8400 Play Therapy* +
- 6 credit hours of *CPS 7680 Internship: Mental Health Counseling*
- =18 TOTAL CREDIT HOURS

Given the amount of courses most of our students already take in their prescribed programs of study, and the variable credit hour options attached to repeatable courses including *CPS 7975 Seminar for Graduate Assistants*, *CPS 7680 Internship*, and *CPS 7660 Applied Practice/Practicum*, CPS does not anticipate this being too problematic or burdensome for our students.

If you have a GA position, please make sure your enrollment each semester you receive a tuition waiver reaches 18 credit hours or more. Otherwise, the university may revoke your tuition waiver. If you need assistance reaching 18 hours during any semester, please contact your academic advisor or faculty advisor about variable credit hour classes OR other suggested courses that might be available to you.

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

You have to file a Graduation Application by the deadline shown at <http://registrar.gsu.edu/graduation/> (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.) not by major.

13a. I have questions about the Georgia State University Commencement Ceremony. Who can answer these questions?

Georgia State University employs an entire office charged with handling the commencement ceremony and its detail/rules. All questions regarding the commencement ceremony should be directed to the commencement office: <http://commencement.gsu.edu/>

Note: Please contact the commencement office with questions. They can and do change details/rules about the ceremony without notifying faculty or staff. Always direct your questions about the commencement ceremony to the commencement office.

13b. I have questions about the College of Education & Human Development Convocation Ceremony for College of Education & Human Development graduates. Who can answer these questions?

While the University Commencement ceremony signifies the official conferral of degrees, the College of Education & Human Development Convocation, a pre-commencement ceremony, is an opportunity for the college to recognize its graduates by name and degree and celebrate its students' achievements. We encourage our graduates to participate in both events.

The convocation is organized and hosted by the College of Education & Human Development Dean's office. Normally, invitations and information about this ceremony are sent out to prospective graduates 2 months prior to the convocation ceremony date. Please allow time for your invitation and information to arrive (usually by email). CPS faculty and staff are not involved with the planning or organizing of this event. All questions should be directed to that office. Currently in charge of the convocation is: Claire Miller at (404) 413-8118 or coeconvocation@gsu.edu.

14. I will graduate with my M.S. in Mental Health 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. 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 cannot start your practicum/internship until the first Spring 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.