

CLINICAL REHABILITATION COUNSELING

STUDENT HANDBOOK

2020-2021

Clinical Rehabilitation Counseling

Department of Counseling and Psychological Services

P. O. Box 3980

Georgia State University

Atlanta GA 30302-3980

College of Education & Human Development



Note: This document is available in an accessible format on the web at <https://education.gsu.edu/program/ms-clinical-rehabilitation-counseling/> under "Program Details" then "Additional Information"

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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
Any questions relating to graduate admissions , including: <ul style="list-style-type: none">• Admissions policies for College of Education & Human Development and GSU• Graduation audits• Graduate Catalog regulations• Changing programs• Transient Student	
Contact Graduate Student Services and Graduate Admissions	404-413-8000
Graduation Questions: Contact Graduation Office	404-413-2248
Course Authorizations (Restrictions, Overrides, Errors) – Lydia Ewonus	lewonus@gsu.edu
Comprehensive Exam, Practicum/Internship process questions: 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: Regina Finan	rfinan1@gsu.edu
Parking and Transportation http://parking.gsu.edu/	
Setting up your 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: University Career Services 2 nd Floor, Student Center West	404-413-1820
The Commission on Rehabilitation Counselor Certification http://www.crc certification.com/	
The Council for Accreditation of Counseling & Related Educational Programs (CACREP) http://www.cacrep.org/	
Licensure Information for Professional Counselors Georgia Composite Board of Professional Counselors, Social Workers And Marriage and Family Therapists http://www.sos.state.ga.us/plb/counselors	478-207-1670
RSA Scholars Office	404-413-0182

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. 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.

Georgia State University was once 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 accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The College of Education & Human Development programs for educator preparation are approved by the Georgia Professional Standards Commission.

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. Dennis Gilbride, Program Coordinator

Counseling and Psychological Services Faculty

Dr. Jeff Ashby

Dr. Catharina Chang

Dr. Cirleen DeBlaere

Dr. Joel Meyers

Dr. Robert Rice

Dr. Han Na Suh

Dr. Tamara Anjou-Turner

Dr. Don Davis

Dr. Kan Guvensel

Dr. Catherine Perkins

Dr. Andy Roach

Dr. Steve Truscott

Dr. Debbie Berens

Dr. Franco Dispenza

Dr. Erin Mason

Dr. Ken Rice

Dr. Laura Shannonhouse

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 Master of Science program in Clinical Rehabilitation Counseling is accredited by The Council for Accreditation for Counseling and Related Educational Programs (CACREP). Students are academically prepared to sit for the Certified Rehabilitation Counselor exam (CRC) upon completion of degree. Contact the Commission on Rehabilitation Counselor Certification at (847) 394-2104 or www.crccertification.com for more information about certification. Graduation from this program also prepares one for licensure as a Licensed Associate Professional Counselor (LAPC) and as a Licensed Professional Counselor (LPC) in the State of Georgia. However, please note that licensure rules can be amended at any time. Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding current licensure requirements for professional counselors at (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; we provide the educational component according to the previous year's licensure/certification rules and laws. Students are responsible and accountable for obtaining certification information to be a Certified Rehabilitation Counselor from the Commission on Rehabilitation Counselor Certification (CRCC). Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for licensing or certification boards.

Certification and licensure boards (including LPC in Georgia) reserve the right to approve/deny each individual application, and/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 clinical rehabilitation 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 clinical rehabilitation 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.

FINANCIAL AID AND SCHOLARSHIPS

Once admitted, financial assistance information for eligible students is available through the Office of Financial Aid, <http://sfs.gsu.edu/the-financial-aid-process/>.

Some students may qualify for a **Rehabilitation Services Administration (RSA) Scholars** grant that pays for a master's degree in clinical rehabilitation counseling for students who will complete their internship at Georgia Vocational Rehabilitation Agency, and work at GVRA or an agency that contracts with GVRA for 2 years for each year of support, following graduation from the clinical rehabilitation counseling program. If you are interested in being considered for an RSA scholarship, please contact Dr. Gilbride dgilbride@gsu.edu.

PROGRAM MISSION

The Department of Counseling and Psychological Services and the graduate clinical rehabilitation program are committed to excellence in the vocational preparation of individuals in a wide variety of rehabilitation and health care settings. The department prepares students for careers in human service and physical and mental health settings such as governmental agencies, rehabilitation centers, non-profit community-based residential and non-residential programs, educational institutions, and private for-profit businesses. The department also prepares professionals who will provide service in managed care, case management, vocational rehabilitation, workers' compensation, life care planning and related areas. Graduates will also have knowledge and understanding of gender, cultural, ethnic, and physical and cognitive issues as they relate to people with disabilities. Professional issues, the needs of the community, and the needs of persons with disabilities are emphasized throughout the program. In addition, graduates are expected to have a service and research mission to enhance and advance the field of rehabilitation and health care for people with disabilities.

DEPARTMENTAL DIVERSITY POLICY

The Counseling and Psychological Services Department values diversity and is committed to fostering and maintaining an educational environment which appreciates individual difference(s) in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts and materials, clinical practice and supervision, research, departmental administration and policy formation.

To this end, CPS will not tolerate or condone any actions, practices, or processes by any CPS faculty member, staff person, or student that discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

DISABILITY POLICY

Students with disabilities requiring accommodations should register with the Office of Disability Services before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at 404-413-1560 or <http://disability.gsu.edu/>. Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the semester. Students must self-identify so that arrangements can be made according to university policy.

NOTE: Georgia State University websites are designed to be accessible to people with disabilities. If you experience problems with the website, please notify Lydia Ewonus at lewonus@gsu.edu.

STUDENT ACTIVITIES

All graduate students in counseling and psychological services programs are strongly encouraged to join professional organizations (as student members) and attend meetings/events that most closely fit with their intended chosen career goals. Possible organizations include the National Rehabilitation Association (NRA), (GSU has a chartered student chapter and all rehabilitation students are treated as members even if non-paid), American Rehabilitation Counseling Association (ARCA), International Association of Rehabilitation Professionals (IARP), American Counseling Association (ACA) and any divisions/branches of the ACA which are appropriate, the Licensed Professional Counselors' Association of Georgia (LPCA

of GA), and any other appropriate professional organizations. Students are also encouraged to demonstrate involvement in their affiliated organizations and to hold elected positions as well as present papers at local, regional, and national meetings of professional organizations.

PROGRAM OBJECTIVES

The M.S. degree program in clinical rehabilitation counseling prepares students to:

1. work individually with clients on educational, vocational, social, emotional, or medically related problems;
2. consult with other professionals and administrators concerning the client's development needs;
3. participate in assessment programs, including the interpretation of vocationally related test results;
4. provide information and understanding to clients in the areas of educational, social, case management or vocational planning;
5. conduct and facilitate local research efforts;
6. utilize relevant legal principles and ethical decision-making skills to practice on a high ethical level and with personal integrity.

Standards of Practice

An explanation of the standards of practice for rehabilitation counselors is located at www.CRCCertification.com and is summarized in the following quote. "In general, the term 'standards of practice' simply means those criteria that indicate acceptable professional performance. In the case of rehabilitation counseling, the profession's standards of practice are contained in two key documents: the Scope of Practice for Rehabilitation Counseling; and the Code of Professional Ethics for Rehabilitation Counselors. Taken together, these documents constitute the standards of practice for rehabilitation counselors. These standards are based on the educational and credentialing processes of the rehabilitation counseling profession as well as the profession's own commitment to promoting the welfare of its clients, the profession, and public." **All of our students are required to comply with the highest levels of ethical, moral and legal standards as outlined in this document, and the Code of Professional Ethics for Rehabilitation Counseling, and the American Counseling Association Code of Ethics.**

Definition of Rehabilitation Counseling

As defined by the Commission on Rehabilitation Counselor Certification (www.crc certification.com), "Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;

- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology.”

Scope of Practice for Rehabilitation Counseling

Based on the Commission on Rehabilitation Counselor Certification (www.CRCCertification.com), the scope of practice is as follows:

I. Assumptions

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.
- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core, and is differentiated from other related counseling fields.
- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

II. Underlying Values

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 1. interdisciplinary teamwork.
 2. counseling to assist in maintaining a holistic perspective.
 3. a commitment to considering individuals within the context of their family systems and communities.
- Recognition of the importance of focusing on the assets of the person.
- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

III. Selected Definitions

The following definitions are provided to increase the understanding of certain key terms and concepts used in the Scope of Practice Statement for Rehabilitation Counseling.

Appraisal: Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

Diagnosis and Treatment Planning: Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

Counseling Treatment Intervention: The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

Referral: Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

Case Management: A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

Program Evaluation: The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

Research: A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

Consultation: The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization.

Source: Source: Commission on Rehabilitation Counselor Certification. (n.d.). *Scope of Practice for Rehabilitation Counseling*. Retrieved March 27, 2015 from, http://www.crc certification.com/pages/crc_ccrc_scope_of_practice/174.php

PROFESSIONAL DEVELOPMENT

The Department of Counseling and Psychological Services offers professional development in the form of seminars and workshops. The seminars represent a wide variety of topics and interest areas and are taught by the CPS faculty and adjunct professors. Focuses of the seminar topics are within the eight content and practice behaviors representing the core study for mental health counseling, school counseling, rehabilitation counseling, and school psychology programs. Students in the various programs are encouraged to attend the seminars and to collaborate in presentations.

STUDENTS' RESPONSIBILITIES

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

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

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 & 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 adviser approves the application of previously earned credits toward the new program. If the new major is offered by another college, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted in non-degree status who wishes to become admitted in a degree-seeking status must complete an application form and supply all required admission materials for the new degree

program. They do not have to pay the application fee an additional time. No more than nine semester hours of course work taken while the student is admitted as a non-degree student may be applied to a master's or doctoral program in the College of Education & Human Development.

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 they 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 allows for a request for an exception to established academic policies and procedures in College of Education & Human Development programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from Graduate Student Services(300 College of Education & Human Development Building) or online: <https://education.gsu.edu/download/petition-for-waiver-or-variance-form/?wpdmdl=6546158>. This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

Students should read the entire petition form instructions carefully. Students should fill out 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 CREH 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 CREH 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. A petition form can be obtained from the department which is the source of the complaint or online: <https://education.gsu.edu/download/student-petition-resolution-form/?wpdmdl=6546157&ind=1590608599732>. This petition must be initiated by a written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

APPEAL PROCEDURE

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 Resolution process.

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

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 Graduate Student Services (undergraduates) or Graduate Student Services in the College of Education & Human Development at 404/413-8000.

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 your 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 faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. This policy describes the procedures for monitoring and supporting professional and personal development of all students. It also outlines the review and retention procedures in each of the CPS training programs (masters, 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 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/Specialist/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/ Specialist /Doctoral students in their respective program. At their discretion, Program Coordinators assign this Review Committee to review students' files and the documentation therein contained related to students' academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by the Review Committee will be sent in writing to the Program Coordinator who will then disseminate those to the student being reviewed and the Chair of CPS.

3. Students' files may contain positive information regarding their non-academic behaviors in the program. Additionally, students' files may contain special acknowledgement of exceptional performance. With students' permission, these accolades may be used by the Program Coordinator to benefit individual students and or the program through such things as program, departmental, or college awards and scholarships, and decisions regarding admission in advanced degree programs at GSU.

4. Each semester the Program Coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. He/she will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinators will

compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. In the event of repeated negative behavior, the Program Coordinators will issue letters requesting face-to-face meetings with students who fit the criteria. During these meetings, the Program Coordinator will review a written document citing the negative behaviors and discuss corrective action with the student. The written statement citing the negative behaviors and the corrective action related to them will be signed by the student and the Program Coordinator with one copy being provided to the student and another copy being entered into the student's file. At the discretion of the Program Coordinator, negative statements and accompanying information may be reviewed by the Review Committee for possible additional action by the Program Faculty.

5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:

- a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or
- b. review of the student's suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work* for the student; or
- c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

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

Review and Retention

1. In all review and retention situations, department faculty members retain responsibility for management of their own classrooms. If student behaviors are disruptive to the learning environment created in the classroom or in field experiences linked to course assignments, faculty members have the right to take immediate action to remedy problematic student behaviors. Faculty are encouraged to use the University's Disruptive Student Conduct Policy. In such instances, faculty members make record of student behaviors and the resulting remedial action taken then submit this documentation to the Program Coordinator for entry into the student folder.
2. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student's enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. Documentation of student behaviors must meet the following criteria:
 - a. Students must be informed of the documentation regarding their behaviors and acknowledge receipt of such documentation. They must also acknowledge that the report will become a part of their student file to be kept in the Department for review by the Program Coordinator and may be used in a future retention review. In the case of printed documentation, those acknowledgements are confirmed by students' signature on the written statement. In the case of electronic documentation transmitted through email, acknowledgements are confirmed by student response to faculty emails.
 - b. If the student refuses to sign the statement or respond to an email, the faculty member will note that on the statement and forward this to the Program Coordinator.

3. Following the written statement regarding the negative behavior, the faculty member and student determine an appropriate remedy to the behavior. This next step may have one of two results.
 - a. If the faculty member and student agree on a remedy, they will write a brief statement (acknowledged by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled.
 - b. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator may refer the concern, including all available documentation, to the Review Committee of the respective program. That Review Committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter. The Program Coordinator will communicate all recommendations to both the student involved in the review and the Chair of CPS.
4. If, in the faculty member's and/or Program Coordinator's opinion, the behavior rises to the level of referral to the Retention Committee, the Review Committee, as an intermediate step, may elect to conduct additional inquiry by contacting those faculty members who have contributed written documentation to the student's file. The intention is to develop plans prior to a full retention committee hearing which are considered "positive" and perhaps empowering the student to facilitate the process and to engage in self-help.

If the intermediate step is unsuccessful or the behaviors(s) is (are) considered beyond the scope of the Review Committee, the Review Committee can recommend to the Program Coordinator a referral for a full Retention Committee.

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

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

Procedures for Retention Committee Hearings

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty, request from the Department Chair the appointment of an **ad hoc** Retention Committee to receive information as regards the suitability of the student for the program.
2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.

3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University's Office of Legal Affairs may be included in these discussions if there are questions about the procedures.
4. The purposes of the Retention Hearing are to (a) gather information regarding the student's behavior, (b) consider the information given in light of the concerns about the student's suitability for the program and (c) prepare a recommendation for the faculty regarding the student's future participation in the program.
5. The Department Chair will send 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 letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.
6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by 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 he/she 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 of an attorney or representative and the person's name.
10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.
11. All oral presentations will be recorded and the person providing the information will be asked to affirm the truthfulness of the information presented; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.
12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not intended to be an adversarial proceeding, no

questions can be asked except to clarify material presented to the Committee. 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 Mental Health Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students) and ASGW Code of Ethics for group work.
- The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
- The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
- Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.
- 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 E-mail.
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.

Georgia State University Graduate Student Continuous Enrollment Policy

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

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

Role of the Academic 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 215 master's, specialist, and doctoral students, and works with faculty, community members, applicants, administration, and other departments. Serving these various clients leads to (on average) 75 emails and phone calls per day. 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 meets face to face, via email or phone, or in drop-in group advising sessions with current students in the department to discuss any number of issues. These issues include questions about:

- class scheduling
- course selection
- general graduate student issues/stresses/concerns
- transfer credit(s)
- specialist program (curriculum, residency form)
- applying to move to another CPS program
- practicum/internship orientation questions

- academic probation and student retention issues
- student petition for waiver or variance of their curriculum
- problems with other university departments (always get the name of anyone you speak with!)
- application to Ph.D. programs
- re-entry into a CPS program
- community resource contact bridging students transition from student to professional
- NCE
- graduation

If a student has a question the advisor will help them 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

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 Clinical Rehabilitation 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 in Clinical Rehabilitation Counseling

The Clinical Rehabilitation Counseling Master's Degree program is a sixty (60) semester hour program. Students are encouraged to prepare themselves for the Certified Rehabilitation Counselor (CRC) Exam. The Rehabilitation Counselor is employed in a variety of settings: state agencies, veteran's administration programs, evaluation/training centers, private practice, general/psychiatric hospitals, correctional agencies, substance abuse programs, school/colleges, workers' compensation insurance companies, sheltered workshops, non-profit agencies, and private industry.

MASTER OF SCIENCE PROGRAM OF STUDY (60 SEMESTER HOURS)

I. Professional Studies (6 semester hours)

- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- EPRS 7900 Methods of Research in Education (3)

II. Major (minimum of 42 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, & Intervention (3)
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 7500 Individual and Family over the Lifespan (3)
- CPS 8100 Psychobehavioral Diagnosis
- CPS 8320 Rehabilitation Counseling Placement and Case Management (3)
- CPS 8380 Family Systems and Interventions (3)
- CPS 8410 Medical/Psychological Aspects of Disability I (3)
- CPS 8430 Advanced Counseling Skills (3)
- CPS 8460 Biopsychosocial Aspects of Addiction (3)
- CPS 8470 Crisis Intervention (3)

III. Applied Practice Sequence (minimum of 9 semester hours)

- CPS 7663 Applied Practice I: Rehab Counseling (3) (see notes for prerequisites)
- CPS 7683 Internship: Rehab Counseling (6)

IV. Elective (3 semester hours – One course)

While in the program, students must maintain at least a B (3.0) average. Two successive semesters of matriculation with less than a B average will result in separation from the program.

Possible Approved Masters in Clinical Rehabilitation Counseling Program Electives
Some courses are subject to instructor authorization

Courses		Prerequisites	Offered			Limit
			Fall	Spring	Summer	
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 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".	TBA	TBA	TBA	20
Seminar: Adventure Therapy	CPS 8970	Instructor Consent	N	N	Y	12
Seminar: Treating the Traumatized Child	CPS 8970	N	N	Even	N	30

NOTE: Classes may not always be offered as indicated.

You may petition another graduate level course in any department to count towards their electives. Petitions MUST be submitted and approved before a student completes the course. Petitions and petition procedures can be found here: <https://education.gsu.edu/download/petition-for-waiver-or-variance-form/?wpdmdl=6546158>

VERY IMPORTANT INFORMATION – PLEASE READ ALL!

Beginning of the Program

- All students will be given a GSU email address. You will receive announcements from the department and university via your GSU email account. Students will need to check their GSU email regularly for information. For questions about setting up your account, please see a computer technician at any of the GSU computer labs or go to this web site, <http://technology.gsu.edu/get-started-technology/students/>.
- **Students are advised to 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 in the program. Students must pass CPS 6010 with a grade of B or higher in order to continue taking additional program coursework. When repetition of CPS 6010 is necessary, **NO OTHER COURSEWORK MAY BE TAKEN.** CPS 6010 is only offered in fall semester.
- CPS 6410 Basic Counseling Skills requires students tape a final performance video that will be reviewed by 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 on groups and may include a growth group experience. CPS 6010 and 6410 are prerequisites for CPS 6450.
- Students are not required to follow the model program. However, the CPS department cannot guarantee that every course will be offered 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.

Middle of the Program

- The following classes are to be successfully completed before beginning the **practicum/internship** sequence: CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8320, 8410, and 8470.
- All students must attend a fieldwork orientation in the spring semester prior to beginning the practicum (CPS 7663) and internship (CPS 7683) sequence. Students may only begin practicum in the fall term followed by internship in the following spring and summer terms. If you are unable to attend the orientation, you will not be allowed to start your practicum/internship until the following year. You will still have to attend an orientation the following year. 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 that date will not be allowed to participate in the practicum/internship sequence that year.

- Students must apply for graduation **two full terms prior to the expected commencement date**. Students should contact Georgia State University's graduation office for application deadlines, <http://registrar.gsu.edu/graduation/>.

End of the Program

- All students are required to take a comprehensive exam 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 exam is offered once a semester; students may take it only once per semester.** Registration is located here: <https://education.gsu.edu/cps/students/cps-comprehensive-exam-information/>. Three attempts may be made at passing the comprehensive exam. Please see the Graduate Catalog 2019-2020 edition, section "Minimum Requirements for All Master's Degrees," for information if students do not pass in three attempts. Students should plan to take the exam upon the completion of the following required courses: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, CPS 8100, CPS 8320, CPS 8380, CPS 8410, CPS 8460, CPS 8470, and EPRS 7900. While it is suggested that students complete ALL courses 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.
- If planning to pursue licensure as a professional counselor, students are advised to take the National Counselor Examination for Licensure and Certification (NCE). The exam can be taken April through June. Information will be provided to students during the fall semester of their practicum (CPS 7663) 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.
- Students are encouraged at the completion of internship to get Form A of the Georgia APC packet signed by their GSU supervisor (CPS 7683 Instructor).
- Students may also take the Certified Rehabilitation Counselor exam prior to graduation if they have completed 75% of the course work toward the Master's degree and are expected to graduate within 12 months of the application deadline date.(Results are not revealed until graduation.)

Master of Science in Clinical Rehabilitation Counseling Model Program

First Session (Fall 2020) total hours = 15

CPS 6010 Professional Counselor Identity, Practice, and Ethics (3)
CPS 6410 Basic Counseling Skills (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8410 Medical and Psychological Aspects of Disability I (3)

Second Session (Spring 2021) total hours = 15

CPS 6450 Group Counseling Systems (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 8100 Psychobehavioral Diagnosis (3)
CPS 8380 Family Systems and Interventions (3)
CPS 8470 Crisis Intervention (3)

Third Session (Summer 2021) total hours = 12-15

Maymester

CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
CPS 8430 Advanced Counseling Skills (3)

June/July Semester (7-week)

CPS 7450 Educational and Psychological Appraisal (3)
CPS 8320 Rehabilitation Counseling Placement and Case Management (3 online)
EPRS 7900 Methods of Research in Education (3)
Elective (3)

Fourth Session (Fall 2021) total hours = 6-12

CPS 7663 Applied Practice I: Rehab Counseling (3)
CPS 8460 Psychological Aspects of Addictive Disorders (3)
EPRS 7900 Methods of Research in Education (3)
Elective (3)

Fifth Session (Spring 2022) total hours = 3-9

CPS 7683 Internship I (3)
EPRS 7900 Methods of Research in Education (3)
Elective (3)

Sixth Session (Summer 2022) total hours = 3-9

CPS 7683 Internship II (3)
EPRS 7900 Methods of Research in Education (3)
Elective (3)

Program of Study

Major: Clinical Rehabilitation Counseling

Student: _____

Degree: Master of Science

Panther ID: _____

Catalog Year: 2020-2021 (Fall 2020)

I. Required Courses (48 semester hours)

- _____ CPS 6010 Professional Counselor Identity, Practice, and Ethics
- _____ CPS 6410 Basic Counseling Skills
- _____ CPS 6450 Group Counseling Systems
- _____ CPS 7260 Counseling Systems and Interventions
- _____ CPS 7300 Career Theory, Assessment, and Intervention
- _____ CPS 7340 Social/Cultural Issues in Counseling and Psychological Services
- _____ CPS 7450 Educational and Psychological Appraisal
- _____ CPS 7500 Individual and Family Over the Lifespan
- _____ CPS 8100 Psychobehavioral Diagnosis
- _____ CPS 8320 Rehabilitation Counseling Placement and Case Management
- _____ CPS 8380 Family Systems and Interventions
- _____ CPS 8410 Medical/Psychological Aspects of Disability I
- _____ CPS 8430 Advanced Counseling Skills
- _____ CPS 8460 Biopsychosocial Aspects of Addiction
- _____ CPS 8470 Crisis Intervention
- _____ EPRS 7900 Methods in Research in Education

* Students must complete CPS 6010 with a B or higher. If repetition of CPS 6010 is necessary, no other CPS course may be taken concurrently. CPS 6010 is only offered in the fall term.

II. Applied Practice Sequence (9 semester hours):

- _____ CPS 7663 Applied Practice I: Rehab Counseling (3) [fall]
- _____ CPS 7683 Internship: Rehab Counseling (6) [3 spring/3 summer]

III. Elective (3 hours). Students can select any elective from the approved Master's elective list (students are not limited to this list and may seek approval for electives outside of the department)

For Clinical Rehabilitation Counseling students to be eligible to begin applied practice (CPS 7663), the following minimum prerequisite courses must be successfully completed: CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8320, 8410, and 8470.

To be eligible to take the comprehensive exam, students must complete: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, CPS 8100, CPS 8320, CPS 8380, CPS 8410, 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 them self after the authorization is granted.
- If a course requires authorization, it applies to all students.
- If authorization is granted that student will have **five days to register for the class**. If the student does not register within the time allowed the authorization will be removed. This is especially important in the case of overflow requests.
- **Completing this form does not ensure a seat in a class.** Authorization is performed independently on a first come, first serve basis. Student records are used to determine eligibility for the course requested for authorization. For some courses, additional authorization may be necessary.

2. What to use this form for:

- a. **Error Messages** - If you receive any error message or more than one error message, please document the details of the error message in the Error Message area on the form.
- b. **Overflow** - If you are using this form to request an overflow into a full class, please indicate that where noted on page one. Lydia Ewonus will check to see if an overflow into the class is available.
- c. **Cohort Classes** – If you would like to register for another cohort section within the first 10 days of registration, fill out this form.

3. Turning in a Course Authorization form

- Submit the form to Lydia Ewonus electronically: <https://www.jotform.com/form/80375384338160>.
- Lydia 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.
- You will receive an email to confirm your authorization. If you have turned in a course authorization form and are still unable to register **after two days** please call Lydia at (404)-413-8186 or send her an email.

4. Non-CPS Students

If you are a Non-CPS student, please be sure to complete the “Non-CPS Student” areas on the form. Items 1–3 also apply to Non-CPS students. Non-CPS students wishing to take CPS courses will be given consideration via the Course Authorization Form at the end of regular registration. On the first day of late registration authorizations will be given for the selected classes with consideration to consent from the Non-CPS student’s academic advisor’s approval, remaining seats and overflow status as well as any program restrictions.

5. GA TAP Students

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

CREH Semester Course Offerings

Students are strongly encouraged, but not *required* to follow the model program. However, the CPS department cannot guarantee that every course will be offered 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. If you are taking longer than two (2) years to complete your program, please refer to the most recent list of Semester Course Offerings! See the Academic Advisor.

Course Offerings outside of the CPS Department

The Department of Educational Policy Studies schedules EPRS 7900 Methods of Research in Education. Students will need to check online or contact this department at 404-413-8030 for the time and days the courses will be offered. This course will not be listed on the CPS schedule.

CLINICAL REHABILITATION COUNSELING COURSE DESCRIPTIONS

CPS 6010 Professional Counselor Identity, Practice, and Ethics.

This course provides an introduction and overview of the unique topics associated with the practice of clinical mental health counseling and clinical rehabilitation counseling including ethical standards, history, laws, professional identity, roles and responsibilities, employment and work settings, standards of preparation, credentialing and licensure, current trends and issues, and ethical/professional/legal issues. Students become familiar with research, professional/organizational entities, vocational and rehabilitation counseling, and career development issues as they apply to mental health and rehabilitation counselors. A minimum grade of "B" is required for this course.

CPS 6410 Basic Counseling Skills

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

CPS 6450 Group Counseling Systems (prerequisite: CPS 6410)

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

CPS 7260 Counseling Systems and Interventions

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

CPS 7300 Career Theory, Assessment, and Intervention

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

CPS 7340 Social/Cultural Issues in Counseling and Psychological Services

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

CPS 7450 Educational and Psychological Appraisal.

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 Individual and Family over the Lifespan

This course reviews the growth and developmental stages from birth through death. Issues include family, culture, race, gender and their roles in children’s, adolescents’ and adults’ lives as well as ethics.

CPS 7663 Applied Practice I (prerequisites: CPS 6010, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7500, and CPS 8410)

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

CPS 7683 Internship (prerequisite: CPS 7663)

This internship is one semester of a two semester sequence designed to enable students to practice their counseling skills by assuming the role of a counselor-in-training on their internship sites where they carry out all of the activities and functions that employed counselors on site perform.

CPS 8100 Psychobehavioral Diagnosis (prerequisite: CPS 6010)

This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes) which are considered dysfunctional, according to the classification system utilized by the American Psychiatric Association in their Diagnosis and Statistical Manual Disorders 5 (2013).

CPS 8320 Rehabilitation Counseling Placement and Case Management

Students develop vocational and case management skills to assist people with disabilities to transition to employment. Labor market information, employer development and job keeping strategies are emphasized. Students are taught the flow of a rehabilitation case from intake through closure.

CPS 8380 Family Systems and Interventions

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 8410 Medical and Psychological Aspects of Disability I

Etiology, prognosis, and psychological adjustment for individuals who suffer trauma, injuries, and mental retardation are discussed. Emphasis on topics such as spinal cord injury, head injury, amputations, burns, lower back injury, respiratory, stroke, mental retardation, Down syndrome and others.

CPS 8430 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 8460 Biopsychosocial Aspects of Addiction (prerequisite: CPS 6010)

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

CPS 8470 Crisis Intervention

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 Education

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

What is CPS 8810 Directed Readings?

CPS 8810 Directed Readings is a course that you will see on the CPS schedule each semester. The department chair will be listed as the instructor of record for this class, but a directed reading is NOT set up with the department chair. A directed reading happens when a student meets with a faculty member (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 (<https://education.gsu.edu/download/directed-reading-course/?wpdmdl=6546134>) 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 on the CPS website. Students should complete and submit the form to the instructor. The instructor will give the form to the academic advisor for additional approvals (department chair and GSS).

GSS will notify the department and student of the directed readings approval/denial. If approved, CPS will “authorize” the student to register for the directed reading. The student is responsible for registering for the directed reading after the authorization has been placed. Submit the form early so that there is plenty of time for all parties to review and approve the form, plenty of time for GSS to determine approval/denial, and plenty of time for the student to register for the course.

Contact info for GSS: <https://education.gsu.edu/admissions/advising-services/>

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.

Practicum/ Internship Synopsis

CPS 7663 Practicum and CPS 7683 Internship Clinical Rehabilitation Counseling Practicum-Internship Synopsis

After completing the pre-requisite courses shown in their curriculum, students can apply to start their practicum-internship experience. This experience starts only in the fall semester and runs through the spring semester. Students are required to attend a mandatory practicum-internship orientation in the January prior to the fall semester that they will start practicum-internship. At that time detailed information will be presented to them about practicum-internship requirements. Below is a synopsis of the practicum-internship experience. It is not intended to be a full explanation of the practicum-internship experience or requirements. **Note that Rehabilitation Counseling students must register for one of the CPS 7663 and 7683 specifically designated in the schedule comments section as a CREH only section!**

	CPS 7663 Applied Practice I	CPS 7683 Internship	CPS 7683 Internship
When is this course taken?	Full fall semester	Full spring semester	Full summer 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.	300 hours -120 hours direct service with clients; 180 hours work-related activities.	300 hours - 120 hours direct service with clients; 180 hours work- related activities.
Direct Service Hours	40	120	120
Work-Related Hours	60	180	180
Total Hours Accumulated	100	300	300

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 may 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 7663 Practicum or 7683 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 7663 (40 hours) CPS 7683 (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 7663 (60 hours) CPS 7683 (360 hours)**

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

Details of how to secure your internship site will be discussed at the Practicum/Internship orientation. All 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 7663

Student Frequently Asked Questions

- 1. I am a new student this year and I want to know how I start to search for my practicum/internship site?**
 - a. Rehabilitation counseling students will be notified of a mandatory practicum/internship orientation that takes place in December or January of their first year in the program. At that orientation students will learn how to select a site, and will also learn all about the number of hours they will be working at their site. Practicum-Internship orientation dates are posted here (and so is the listing of approved internship sites):
<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

- 2. When can I see the next semester schedule of CPS classes?**
 - a. The schedule is posted on GoSolar two weeks prior to the start of registration. You can log onto GoSolar to view the schedule and check your registration day and time. Try to register as close to your assigned time as possible. Classes fill up quickly. Academic and Semester Calendars are kept by the Registrar's Office and may be found at <http://registrar.gsu.edu/registration/semester-calendars-exam-schedules/>. These calendars list the dates registration begins, and the dates course schedules are posted online.

- 3. What is a Course Authorization Form and when do I have to fill one out?**
 - a. The Course Authorization Form is used in three situations:
 - i. if you are receiving an error message when you try to register,
 - ii. if you are registering for a class that is restricted or has prerequisites that you haven't completed,
 - iii. or if you are trying to register for a class that is full (closed).
 - b. In all situations, fill out the online form (include the class name and number, the CRN number, any error message) and it will automatically be submitted to Lydia Ewonus in the CPS office. She will contact the instructor to see if they will authorize you to take a restricted class, if they are able to overflow 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.

- 4. Is the Comprehensive Examination different than the CRC?**
 - a. Yes, the two exams are different exams. The comprehensive examination is *a requirement for graduation in the Rehabilitation 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/>

Registration for the CRC exam is discussed during your CPS 7683 course. The instructor of this course will assist you with this registration. Dates can be found here:
http://www.crccertification.com/pages/crc_exam_schedule/83.php

- 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. The deadlines for application and the semester of admission are listed on Graduate Student Services and Graduate Admissions website.
Yes, Graduate Student Services and Graduate Admissions (GSS) require that you send in another application, test scores, transcripts, etc.
 - Before applying to the new program, it is recommended that students set up an interview with the coordinator of the new program of interest. Also, they should notify their existing program coordinator, too.
- 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?**
- The course work must be at the graduate level and if you are transferring it into the rehabilitation counseling program, it can only come from a CACREP accredited program. All CACREP accredited programs will accept credits only from CACREP accredited programs. The course work must be no older than 6 years by the time you will graduate. Please carefully review the Transfer Credit guidelines: <https://education.gsu.edu/download/transfer-of-graduate-credit/?wpdmdl=6545058>.
 - Students requesting transfer credit should fill out ONE form for each course they hope to transfer.
 - 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?**
- 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://education.gsu.edu/download/continuous-enrollment-policy-waiver/?wpdmdl=6547957&ind=1590608306522>

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

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

- a. Yes, but you must receive approval first. Read the instructions and fill out a Petition for Waiver or Variance. This form can be found at: <https://education.gsu.edu/download/petition-for-waiver-or-variance-form/?wpdmdl=6546158>
- b. Please note that if you do deviate from your program of study or the recommended list, 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. GRA policies may be found at <https://graduate.gsu.edu/files/2017/09/Graduate-Assistant-Policy-Approved-by-Administrative-Council.pdf>.
- b. If you receive a GA position in CPS, please contact Yolanda Parker on the CPS staff immediately. She will assist with your hiring process. If you receive a position in another department, Yolanda will assist you with getting program approval.
- c. All Graduate Assistants (GA, GRA, GTA, GLA, etc.) must be enrolled in 18 (or more) credit hours each semester they are receiving a tuition waiver. 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 rehabilitation counseling Graduate Assistant's enrollment might look like this:
 - 9 credit hours of *CPS 7975 Seminar for Graduate Assistants*+
 - 3 credit hours of *CPS 8400 Play Therapy* +
 - 6 credit hours of *CPS 7683 Internship: Rehabilitation 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 7683 Internship*, and *CPS 7663 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. Please note that you must pay this fee regardless of your choice to participate in the graduation ceremony or not. 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. for rehabilitation counselors) only – not by major.

12a. 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/commencement/>

Note: Please do not ask CPS staff or faculty these questions. The commencement office can and does change details/rules about the ceremony without notifying faculty or staff. Always direct your questions about the commencement ceremony to the commencement office.

12b. I have questions about the College of Education & Human Development Convocation Ceremony for College of Education & Human Development graduates. Who can answer these questions?

The University Commencements recognize candidates receiving bachelor's degrees, while the College of Education & Human Development Graduate Commencement recognizes master's (M.A., M.A.T., M.Ed. and M.S.), specialist (Ed.S.) and doctor of education (Ed.D.) candidates.

The college's Public Relations Unit, housed in the Dean's Office, organizes Graduate Commencement in the fall and spring, and communicates information about the ceremony to graduating students via e-mail starting 2-3 months before the ceremony. Questions can be addressed to cehdcommencement@gsu.edu.

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

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