

COUNSELOR EDUCATION
AND PRACTICE
Doctoral Program

Student Handbook

2017 - 2018

Counseling & Psychological Services Georgia State University
College of Education and Human Development
Atlanta, Georgia 30303



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COUNSELOR EDUCATION AND PRACTICE DOCTORAL PROGRAM

Counseling and Psychological Services

Georgia State University

The program is administratively housed in the Department of Counseling and Psychological Services (CPS) wherein are also located doctoral programs in counseling psychology and school psychology. The CEP Doctoral Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counseling Psychology Doctoral Program and the School Psychology Doctoral Program are both accredited by the American Psychological Association (APA). Georgia State University (GSU) is the Southeast's largest urban university and has the largest graduate division of any university in the Southeast. It is situated in the heart of Atlanta's business, government, and retail centers. The campus is compact, is designed to accommodate persons with disabilities, and is within walking distance of thousands of offices. It is only a few blocks from Interstate 75-85 and one block from a central MARTA rapid transit station from where one can travel out of the center of the city in every direction.

The following guidelines are intended to facilitate progress through the sequence of requirements in the counseling doctoral program. These guidelines supplement general requirements for the Ph.D. degree in the College of Education, Georgia State University. A doctoral student should consult the Georgia State University Graduate Catalog, and the College of Education Guide for Doctoral Students for the year in which he/she is admitted for college/university requirements. Requirements designated in the Graduate Catalog of any admission year apply throughout the maximum seven years allowed for program completion. If degree requirements are changed, announcement of such changes and the options available to the student will be made by the graduate faculty and conveyed to the student through his/her advisory committee.

The selection of a doctoral advisory committee as specified in the Georgia State University Graduate Catalog is among the first tasks of an entering doctoral student. This doctoral committee serves an advisory function throughout the student's academic program. Credentials for committee members are specified in the bulletin.

Endorsement Policy: The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Mission Statement: The Department of Counseling and Psychological Services is an urban-based, multidisciplinary department. Our mission is to engage local and international partners and allies in order to achieve two priorities: (1) Conduct research, promote scholarship, and advocate for effective social policy, prevention, intervention, and treatment processes and outcomes for diverse populations. (2) Prepare exceptional professionals who strengthen and promote thriving in the diverse individuals and communities that they serve.

PROGRAM OVERVIEW

The doctoral program is a professional extension of a core curriculum which is highly specific at the master's and educational specialist degree levels. The master's and educational specialist degrees are essentially practitioner oriented and prepare students for the majority of problems which they may encounter in the field. The sub-doctoral practitioner is apt to be more a consumer, than a producer of research. Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a "scientist-practitioner" model and should be both consumer and producer of research.

Attainment of a Ph.D. degree in counseling ranks among the most respected accomplishments in the field of counseling. This reality imposes serious professional responsibilities upon the doctoral student in counseling. Such responsibilities demand that a student maximize rather than minimize program obligations. Respect for a doctoral student in counseling is generally proportionate to the student's willingness to expend efforts beyond minimal demands of program requirements. Such efforts may include, but are not limited to, active participation in professional organizations including seeking office or other administrative assignments, presentations and publications of scholarly works, research projects, teaching endeavors within the program, conducting workshops in the community, and interacting with other professionals in the mental health fields in scholarly and service activities.

Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion. Consistent effort, professional commitment, and effective time management should assure attainment of the degree objective--a Ph.D. in counseling.

Program Objectives

To provide a theoretical and clinical base of course and internship experience to equip the student to:

- teach and supervise in university setting
- administer counseling consultation and clinical services to individuals, families, children, or groups within the context of mental, community, correctional, and school settings
- understand and become proficient in research related to the counseling profession
- become acquainted with the importance of viewing client populations within the context of ethnic, gender, and race, religion, sexual orientation and psychological/ physical disabilities
- advocate for their clients and the professional of counseling
- develop leadership skill relative to the counseling profession
- design and complete an individualized internship experience to compliment chosen career objectives
- become involved in seminars, professional organizations, and professional development experiences related to career focus

PROGRAM REQUIREMENTS

I. Selection of Doctoral Advisory Committee

Upon admission to the doctoral program a temporary adviser is assigned to each student. The permanent doctoral

adviser and advisory committee **should be established as soon as possible but no later than the completion of 27 semester hours of course work**; or no later than one calendar year from the undertaking of course work (see the "Doctoral Advisory Committee" section of the current GSU Graduate Catalog for details on selection of advisory committee).

II. Program of Formal Coursework

The program of study includes a minimum of **92** graduate semester hours beyond the master's degree, including dissertation, and internship credits. This course work must be distributed as follows:

CORE AREA: The core represents a uniform requirement of the College of Education to provide a common body of training toward expertise in research design and methodology as well as awareness of social foundations and the psychology of learning. A minimum of 3 semester hours must be selected in the area of social foundations and psychology of learning. A minimum of 18 semester hours is selected in the research core, which includes course work in measurement, research design, and statistics.

Social Foundations & Psychology of Learning (3 semester hours)

EPSF 8270 Philosophy of Education	(3 hrs)
EPSF 8280 Anthropology of Education	(3 hrs)
EPSF 8310 Sociology of Education	(3 hrs)
EPSF 8320 Politics and Policy in Education	(3 hrs)
EPSF 8340 History of American Education	(3 hrs)
EPSF 9260 Epistemology and Learning	(3 hrs)
EPY 8030 Advanced Applied Behavior Analysis	(3 hrs)
EPY 8050 The Psychology of Instruction	(3 hrs)
EPY 8070 Understanding and Facilitating Adult Learning	(3 hrs)
EPY 8080 Learning and Cognition in Adults	(3 hrs)
EPY 8180 Development During School Age (5-18 yrs)	(3 hrs)
EPY/CPS 8200 Adv Developmental Psy I: Cog & Int	(3 hrs)
EPY/CPS 8220 Adv Developmental Psy II: Pers & Soc	(3 hrs)
EPY 8260 Psychology of Adulthood and Aging	(3 hrs)

Research (18 semester hours)

EPRS 8500 Ethnographic Approach Ed. Research I	(3 hrs)
EPRS 8530 Quantitative Methods and Analysis in Education	(3 hrs)
Two Research Track courses	(12 hrs)

- A two course sequence (6 units) in research methodology (see CEHD list for specific tracks/courses)
- Two courses (6 units) in advanced research methods as identified by the Doctoral Advisory Committee
 - CPS 8970: Developing Comprehensive Research Designs and Grant Proposals (strongly recommended; offered Spring of even years)

MAJOR AREA: The major area requirements complete the basic body of knowledge for applied professional practice as a counselor educator. A minimum of 44 credits, (9 of which are Doctoral Internship), must be earned in the doctoral major, and these must include the courses listed below:

CPS 8370 Advanced Career Counseling (3)
CPS 8450 Advanced Group Counseling (3)
CPS 8530 Professional Issues and Decisions (3)
CPS 8650 Advanced Counseling Theory (3)
CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)#
CPS 9480 Supervision of Counseling Services (3)
CPS 9660 Applied Practice III (3)#
CPS 9661 Supervision Internship (3)*#
CPS 9680 Doctoral Internship (9)#
CPS 9920 Research and Publication (2)***
CPS 9963 Leadership in Counselor Education: Professional and Social Advocacy (6)**
EPY 9000 Facilitating College Teaching (3)~

* Repeatable credit once in major area and up to two times in cognate

** Repeatable credit for the first 6 semesters (excluding summer semesters)

*** Repeatable credit; required during first year (1 credit hour - F/SP)

Must provide proof of liability insurance in order to enroll in practicum/internship courses.

~students may petition to replace this course with another course that addresses pedagogy that is more in line with the student's cognate. These petitions will be handled on case to case bases. An alternative to this course could be AAS6016: Critical Pedagogy

COGNATE AREA: The cognate area, [minimum of 12 semester hours] provides opportunity for the doctoral student to develop an extended base of knowledge in a selected specialty area as an adjunct to the major field of study. Selected course work outside the major should lead to development of an understanding of the origin, history, ontology, philosophy, or special application of the major area. Part or all of this work may be taken outside the College of Education. **Cognate area must be approved by program advisor.**

Examples of cognates include: Clinical rehabilitation counseling, behavior therapy, research, wellness, multiculturalism, child and family cognate, etc.

REHABILITATION COUNSELING TRACK: Students completing the Rehabilitation Counseling cognate will complete coursework in the CPS department, College of Education, and School of Public Health. Students will be involved in teaching courses in the CORE accredited Master's program, will supervise rehabilitation counseling students during their Internships, and be actively involved in disability related research projects.

Along with completing the CACREP Doctoral program curriculum, students will take specific Rehabilitation and Disability related courses such as:

- Seminar in the Practice and Profession of Rehabilitation Counseling
- Seminar in Ecological Issues in Disability
- Human Ecology of Health and Illness
- Theory and Practice in Health and Prevention
- Biostatistics

Students will be admitted into, and graduate from the CACREP accredited CEP doctoral program and be eligible to teach in the new CORE/CACREP Clinical Rehabilitation Counseling programs

and CACREP accredited programs. Preference for admission will be given to graduates of CORE accredited programs with a CRC.

DISSERTATION HOURS: are to be taken every semester after the comprehensive examination until completion of the degree, unless registered for other course work, with a minimum total of **15 credits**.

Total: Minimum of 92 Semester Hours

III. Residency

The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree. Doctoral students must complete five of the following six elements for their Residency Program Plan.

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship
6. Serve the institution and/or profession

STUDENTS MUST COMPLETE ALL RESIDENCY REQUIREMENTS PRIOR TO ADMISSION TO CANDIDACY .

IV. Departmental Comprehensive Examination

Per the Graduate Catalog (section 4310):

The purpose of the comprehensive examination is to evaluate the students' ability to use the subject content of the major, core, and cognate areas defined in the approved program of study to perform cognitive tasks including recall and application and especially focusing on analysis, synthesis, and evaluation of that content.

The comprehensive examination includes a written examination and may also include an oral portion. The students have two opportunities to pass the comprehensive examination. Students who do not pass the examination on the second attempt are not permitted to continue in the doctoral program.

To be eligible to take the comprehensive examination, the students' cumulative grade point average in the doctoral program of study must be no less than 3.50. Each student's doctoral committee determines what coursework must be completed before he or she may take the comprehensive examination.

Students must successfully complete a written comprehensive examination related to counseling theory, ethics, research, multicultural and social justice issues, wellness/development, and other topics relevant to their program of study. The administration of the comprehensive examination consists of written and oral components. The written component must be taken on campus in a secure location on a GSU issued computer with the internet disabled. On the date of the written comprehensive examination, the student will receive their questions no later than 9:00AM. The student will write his/her response to the questions during a six hour period. Students are encouraged to take a lunch break which will not count against the six hour time block. Students will turn in their responses to the written comprehensive examination on a flash drive to their program advisor.

Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit coverage of this policy students are advised to read the Education Graduate Bulletin. This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.

The comprehensive examination will be given once a semester during the academic year: Second Monday in September and first Monday in February.

After the written comprehensive examination, the student along with their program advisor will be responsible for setting up their oral defense of their written comprehensive examination.

The written and oral comprehensive examination will be evaluated by the student's Comprehensive Examination Review Committee which includes the student's program advisor and a minimum of two additional faculty members. The program advisor is responsible for setting up the Comprehensive Examination Review Committee. Students must obtain a grade of Pass from the majority of the review committee in order to pass their comprehensive examination. The student has one additional opportunity to retake the exam during the next designated comprehensive period.

V. *Internship*

The internship is an integral component of the doctoral program in counseling. Students, with few exceptions, are encouraged to plan upon a one calendar year model for completing their chosen internship experience. The structure and nature of the internship experience usually includes a component of one of the following areas. **All students must complete component (a)**, a one course mentoring experience.

They may then select any combination of the other three components to meet the internship requirements.

- a. completing to the **satisfaction** of the candidate's chairperson (or designated Counselor Education and Practice core faculty) a minimum of a **one course teaching mentoring experience** that would entail the teaching of a minimum of forty percent of course content and participate in the creation of the course syllabi, grading and sequence of course content *and*
- b. **completing a teaching internship** that would include being the co-instructor of record for a minimum of one course over two consecutive semesters of which one of the courses **would not be** practicum or internship in nature, or
- c. **participating in a teacher mentoring activity** with the chair of the student's dissertation committee or an approved instructor within the counseling Ph.D. faculty. This activity would include the student participating in the planning and teaching of a minimum of one course with the selected instructional mentor and completing the instructional concentration internship requirement by teaching four courses over a two-semester period, or
- d. **consultation and clinical internship** with the approval of the student's program advisor, the student may want to gain experience in additional clinical work or consultation.

- e. **A combination**, with total clock hours of 600 hours.

It is at the discretion of the counseling program committee to approve any alternative to the foregoing options. However, if there is an alternative it must be reviewed by the full committee of no less than three (3) faculty members.

Regardless of the configuration of the internship experience, the doctoral planning committee of the student scrutinizes whether the 600 hour requirement, as described in the CACREP standards have been met. Steps to qualify and matriculate through the internship experience are as follows:

1. Complete residency, practicum requirements, and pass comprehensive exams.
2. Submit, for review, a written description of the proposed Internship experience to your committee and the department chair. The minimum requirement is two consecutive semesters with a total of 600 hours for the internship experience.
3. Identify by name, the appropriate clinical or teaching supervisor. This person must have at least a Ph.D., appropriate licenses/certification, and two (2) years of pertinent professional experience.
4. Provide a copy of this handbook to the site supervisor.
5. Provide proof of appropriate Liability Insurance related to counseling/supervision activities.
6. At the conclusion of the Internship activity, the candidate will provide the following information to the chair of one's program committee.
 - a summary of residency activities
 - a description of each of internship activity as it relates to site, clinical and instructional hours and
 - a list of supervisors and evaluations from each individual who was responsible for the students clinical or instructional supervision.

VI. Dissertation

The scope of the dissertation should be a broad, complex, and innovative undertaking. The doctoral dissertation committee members may or may not include all individuals who served on the student's doctoral advisory committee. Four person committees are customary; two members from within the CPS department, one member representing an academic department of GSU outside that of the major field of study, and one member from a discipline /academic area outside the candidate's department.

At least one member of the committee must have been a member of the student's doctoral advisory committee. This provision assures continuity in faculty monitoring of the doctoral student's progress throughout the program. The doctoral dissertation committee should include one member more than the student's doctoral advisory committee.

Professional Activities and Professional Involvement

During the doctoral program students will attend counseling/seminars during each year. These gatherings provide opportunities for collegiality and professional information exchange. In addition, students are expected to attend dissertation defenses within the department. Attendance at defenses enhances scholarly

awareness and shows support for fellow students' efforts.

Students are expected to join a professional organization (as student members) that most closely fits with their intended chosen career goals. Possible organizations would be the American Counseling Association, (ACA) American Association for Marriage and Family Therapists (AAMFT), North American Society of Adlerian Psychology (NASAP) or the Association of Counselor Education and Supervision (ACES). Membership in other professional organizations is also encouraged. Students are encouraged to seek office in their affiliated organizations and to demonstrate involvement in the activities of their professional groups.

Students are encouraged to present papers at local, regional, and national meetings related to the profession. It is encouraged that students take advantage of extended learning experiences related to the profession. Some examples would be week-long state sponsored guidance workshops, international summer schools such as International Conference for Adlerian Summer School Institute (!CASSI), Marriage and Family programs, leadership workshops, etc. Independent research projects are strongly encouraged throughout the student's matriculation in the doctoral program. Faculty members support student research and are willing to assist with development of project ideas and data analyses. Accessibility to computer resources on campus provides additional incentive for doctoral students' independent research endeavors. Doctoral students who are considering academic careers are advised that entry-level positions are highly competitive. It is important that the student participate in vitae building activities related to a university position.

Student Self-Evaluation

In order to assist students in their professional involvement and to mentor students in successfully completing the doctoral program, the CEP faculty will hold annual student self-evaluation meetings with each CEP student. The purpose of these meetings is to give the students the opportunity to provide a self-evaluation of their progress and to provide concrete feedback to the students related to areas in which the student is excelling as well as to discuss areas in which the student may need additional mentoring and guidance. The outcome of this meeting may include a list of action items for the student to work on in the upcoming year. These meetings will typically occur at the end of the Spring semester. All first, second, **third** year students and any students who have not defended their prospectus are required to attend the mentoring meeting. Student's faculty advisor will be responsible for arranging and facilitating these meetings. Faculty advisor is responsible for providing written feedback to the students following the student self-evaluation meetings.

General Orientation

Although master's level training and much of undergraduate training have relatively structured sequential course arrangements, the elective course work in the doctoral program beyond the above requirements should reflect content focus in a special interest area, research methodology, and professional issues geared toward preparing students for the departmental comprehensive examinations.

Although formal course work is an important element of training, it is probably the least important as the student advances in his/her doctoral program. Professional development is advanced by regular exposure to journal literature, attendance at workshops and professional meetings, active involvement in professional organizations, and the production of publications for the literature.

Doctoral students are expected to show maturity and initiative in program planning. Students (with the assistance of department advisor) plan and manage their own programs following admission, including asking faculty members to serve on the advisory committee. Faculty members will remain available for support and suggestions, as indicated. One of the best resources for program planning would include consultation with advanced students in the program. After formulation of his/her advisory committee, the student should present to committee members his/her tentative program of study with a projected timetable for meeting criteria. The completed program of study should be submitted to the committee no later than two semesters following admission to the doctoral program.

Professional Perspective

Although an urban-based university holds numerous advantages in terms of enriched life experiences, the setting and opportunities for part-time studies also may impede steady commitment to career objective. A doctoral student who cannot maintain reasonable progress toward the Ph.D. degree within the allotted time must elect "inactive" status in the program in order to allow space for admission of more productive peers. The student's committee may call attention to slow progress in the program and recommend this alternative, if indicated. Reasonable length of time for completion of the Ph.D. in Counseling for a student entering with a master's level degree in counseling is approximately four years. It's strongly encouraged that students adhere to this guideline. This period includes two years of academic course work (two consecutive semesters of residency), satisfactory completion of the doctoral comprehensive examination, and acceptance of doctoral dissertation prospectus. Internship experiences should represent the final year in the student's doctoral program.

If, at any point in the sequence, the student encounters difficulty with one of the required areas delineated above (course work, comprehensive, e.g.), completion of all other program requirements must be delayed until the deficit is corrected. Consultation with committee will reveal whether designated checkpoints in the student's planned program have been achieved.

CPS Faculty

CEP Core Faculty

Dr. Catharina Chang
Dr. Don Davis
Dr. Brian Dew
Dr. Franco Dispenza
Dr. Dennis Gilbride
Dr. Erin Mason
Dr. Tiffany McNary
Dr. Jonathan Orr
Dr. Robert Rice
Dr. Laura Shannonhouse
Dr. Melissa Rae Zeligman

Affiliated Faculty

Dr. Jeff Ashby
Dr. Cirleen DeBlaere
Dr. Joel Meyers
Dr. Catherine Perkins
Dr. Ken Rice
Dr. Andy Roach
Dr. Stephen Truscott
Dr. Ethan van Norman
Dr. Kristen Varjas

Other Program Information

Petition and Appeals

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

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

Petition for Resolution: This petition allows for a request to redress of academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by 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

If you are not satisfied with the results of your petition, you can appeal the decision in writing to the Provost's Office within 10 business days of being notified of the college's decision. The petition should be directed to Dr. Risa Palms, Provost and Vice President for Academic Affairs: P.O. Box 3999, Atlanta, Georgia 30302-3999. If you need more information, you can call the Provost's Office at 404-413-2574. The full description of the university student petition and appeal policy is listed at <http://www.gsu.edu/es/24954.html>.

Policy on Student Development and Retention

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

Monitoring and Supporting Student Development:

1. Once a student is accepted into a program the Program Coordinator for each program will create a file for each student. These files will be maintained by individual Program Coordinators throughout the student's time at GSU in the CPS department and may be viewed by students 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 specific program in which the student is enrolled, and Chair of the CPS Department. In the event that student behavioral concerns rise to a level that warrants review by the Review Committee and/or a Retention Committee (please see item #2 for more information regarding these committees), then the faculty members participating on those committees will be granted access to the students' files. Students will be informed of all items that are entered into their folders and those items may include but are not limited to written reports made by faculty of academic and non-academic behavioral concerns, recognition of special or exceptional academic and non-academic student achievements, recommendations and/or decisions rendered by Review Committee and Retention Committee. Students are encouraged to contribute their own materials to this folder including responses to any behavioral reports and/or corrective action recommendations. All items entered into students' folders are to be written and submitted to the Program Coordinator. The Program Coordinator is responsible for maintaining student files.
2. At the beginning of each Fall Semester, Program Coordinators for each Master's/Ed.S./Doctoral program will name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for Master's/Ed.S./Doctoral students in their respective program. At their discretion, Program Coordinators assign this Review Committee to review students' files and the documentation therein contained related to students' academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by the Review Committee will be sent in writing to the Program Coordinator who will then disseminate those to the student being reviewed and the Chair of CPS.
3. Students' files may contain positive information regarding their non-academic behaviors in the program. Additionally, students' files may contain special acknowledgement of exceptional performance. With students' permission, these accolades may be used by the Program Coordinator to benefit individual students and/or 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 behavior(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 recommendations will be sent to the Program Coordinator and the faculty member/s initiating the process. The recommendations may also require referral to Georgia State University's Office of Legal Affairs.

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

Procedures for Retention Committee Hearings

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty, request from the Department Chair the appointment of an ad hoc Retention Committee to receive information as regards the suitability of the student for the program.
2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.
3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University's Office of Legal Affairs may be included in these discussions if there are questions about the procedures.
4. The purposes of the Retention Hearing are to (a) gather information regarding the student's behavior, (b) consider the information given in light of the concerns about the student's suitability for the program and (c) prepare a recommendation for the faculty regarding the student's future participation in the program.
5. The Department Chair will send a certified letter to the student notifying the student of the formation of the **ad hoc** Retention Committee to consider the student's suitability (academic and/or non academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.
6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.
7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incident described in the information received by the Committee.

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

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of Professional Counselors and Psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the Council on Rehabilitation Education (CORE). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.

Characteristics Expected of a Successful Student

- Integrity
- Self Awareness
- Ability to successfully complete the academic course work required in the program
- Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients
- Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and

School Psychology students)

- The ability to accept and make use of feedback from faculty regarding one's progress in the program as it related to academics, interactions with fellow students and faculty, and clinical skills.
 - The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
 - Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.
15. The Retention Committee Chair will present its recommendation to the CPS Faculty. The faculty will discuss the Committee's findings and approve, disapprove or modify the Retention Committee's recommendation. A majority vote of the faculty will be necessary to carry the motion.
 16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty's decision by certified mail.
 17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education Catalog.

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

Georgia State University Graduate Student Continuous Enrollment Policy

Students can review the full continuous enrollment policy in the current catalog, or on this website: <https://education.gsu.edu/student-services/office-of-academic-assistance/>.

Office of Academic Assistance and Graduate Admissions (OAA)

OAA supports prospective and current students, faculty and staff with academic advising, graduate and undergraduate admissions, certification, student records, and graduation clearance.

It is your responsibility to keep up with the changes in form and procedures. Be sure to visit their website often. All the forms and deadlines can be found on their website.

<https://education.gsu.edu/student-services/office-of-academic-assistance/>

All the forms, policies, and regulations can be found on:

<https://education.gsu.edu/forms-policies-regulations/>

DOCTORAL RESIDENCY

The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree.

Doctoral students must complete five of the following six elements for their Residency Program Plan.

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship
6. Serve the institution and/or profession

After completion of the residency, a summary of residency activities and outcomes must be submitted to and approved by the Doctoral Advisory Committee. A copy must be submitted to the CEP program coordinator. Completion of the approved Residency Program Report is a requirement for the advancement to candidacy.

(Effective Fall 2012)

First Year Model Program Ph.D. Counseling

Semester One (Fall)

Concentration Area	Course Name	Course Number	Hours
Research	<i>Quantitative/Qualitative Statistics I</i>	<i>EPRS 8530/EPRS 8500</i>	3
Major	<i>Advanced Counseling Theory</i>	<i>CPS 8650</i>	3
	<i>Practicum*</i>	<i>CPS 8660</i>	3
	<i>Counseling Seminar</i>	<i>CPS 9963</i>	1
	<i>Research & Publication</i>	<i>CPS 9920</i>	1
	<i>(Supervision of Counseling Services)*</i>	<i>CPS 9480</i>	3
	<i>(Supervision Internship)*</i>	<i>CPS 9661</i>	3
	<i>Total Credit Hours</i>		14

**during odd years replace the supervision sequence with two courses or Practicum; CPS 9480 only during odd Fall*

Semester Two (Spring)

Concentration Area	Course Name	Course Number	Hours
Research	<i>Quantitative/Qualitative Statistics I</i>	<i>EPRS 8530/EPRS 8500</i>	3
Major	<i>Professional Decisions and Ethics or Advanced Career Counseling*</i>	<i>CPS 8530/CPS 8370</i>	3
	<i>Practicum or Supervision Internship</i>	<i>CPS 9660 or 9661</i>	3
	<i>Counseling Seminar</i>	<i>CPS 9963</i>	1
	<i>Research & Publication</i>	<i>CPS 9920</i>	1
	<i>Advanced Group Counseling</i>	<i>CPS 8450</i>	3
	<i>Total Credit Hours</i>		14

**Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years;*

Semester Three (Summer)

Concentration Area	Course Name	Course Number	Hours
Research	<i>Quantitative/Qualitative Statistics II (On Track)</i>	<i>EPRS</i>	3
Major	<i>Research Course</i>	<i>EPRS</i>	3
Core	<i>Elective/Cognate</i>		3
	<i>Total Credit Hours</i>		9

**CPS does not count toward degree, but is required to teach CPS 6410, basic skills.*

Second Year Model Program Ph.D. Counseling

Semester Four (Fall)

Concentration Area	Course Name	Course Number	Hours
Research	Quantitative/Qualitative Statistics III		3
Major	Cognate/Elective		3
	Supervision of Counseling Services*	CPS 9480	3
	Supervision Internship*	CPS 9661	3
	Counseling Seminar	CPS 9963	1
	Total Credit Hours		13

*during odd years take supervision sequence your first semester.

Semester Five (Spring)

Concentration Area	Course Name	Course Number	Hours
Major	Research (advanced)	CPS 8970	3
	Professional Decisions and Ethics or Advanced Career Counseling	CPS	3
	Cognate Course		
	Counseling Seminar	CPS 9963	1
Core	Psychology of Learning Elective	EPY	3
	Total Credit Hours		13

*Professional Decisions and Ethics on even years, Advanced
Career Counseling on odd years

The above description of coursework for this program is intended as an aid in planning your schedule, however, the official listing of required courses and electives can be found in the College of Education Graduate Bulletin.

Year 3: Focus on completing your elective and cognate courses and taking your comprehensive examination.

*9480 and 9661 if you have not taken it yet. CPS 9480 will only be offered during even years.

Year 4: Complete your internship and dissertation.

Ph.D. Schedule of Offered Courses

Courses	Course Number	Even Years			Odd Years			Program			Limit
		Fall	Spring	Summer	Fall	Spring	Summer				
Advanced Group Counseling	CPS 8450	Y	Y	N	Y	Y	N	CPY	NR	COU	12
Stress Management	CPS 8500	Y	N	N	N	Y	N	CPY	NR	NR	30
Professional Issues & Decisions	CPS 8530	N	Y	Y	N	Y	Y	CPY	NR	COU	30
Advanced Counseling Theory	CPS 8650	Y	Y	N	Y	Y	N	CPY	SPS	COU	30
Applied Practice II	CPS 8660	Y	Y	N	Y	Y	N	CPY	NR	COU	15
Internship in School Psychology	CPS 8680	Y	Y	N	Y	Y	N	NR	SPS	NR	8
Biopsychology & Medication	CPS 9350	N	N	N	N	Y	N	NR	SPS	NR	30
Advanced Career Counseling	CPS 9370	N	N	N	N	Y	N	CPY	NR	COU	15
Supervision of Counseling Services	CPS 9480	Y	N	N	N	N	N	CPY	NR	COU	8
Advanced Issues in Consultation	CPS 9630	N	N	N	Y	N	N	NR	SPS	NR	15
Behavior Assessment & Intervention	CPS 9640	N	Y	N	N	N	N	NR	SPS	NR	15
Prevention & Intervention for Child	CPS 9650	N	Y	N	N	N	N	NR	SPS	NR	15
Diversity & Culture for School Psychology	CPS 9655	N	N	N	Y	N	N	NR	SPS	NR	15
Applied Practice III	CPS 9660	Y	Y	Y	Y	Y	Y	CPY	NR	COU	15
Applied Practice Supervision	CPS 9661	Y	Y	N	Y	Y	N	NR	NR	COU	8
Doctoral Internship	CPS 9680	Y	Y	Y	Y	Y	Y	CPY	SPS	COU	15
Research & Publication	CPS 9920	Y	Y	Y	Y	Y	Y	CPY	SPS	COU	20
Prospectus Design	CPS 9930	N	Y	N	N	Y	N	CPY	SPS	COU	20
School Psychology Semianr	CPS 9961	Y	Y	Y	Y	Y	Y	NR	SPS	COU	20
Counseling Psychology Seminar	CPS 9962	Y	Y	N	Y	Y	N	CPY	NR	NR	20
Counseling Seminar	CPS 9963	Y	Y	N	Y	Y	N	NR	NR	COU	20
Dissertation	CPS 9990	Y	Y	Y	Y	Y	Y	NR		NR	20

NR = Not Required in Program of Study

Please note that changes to the schedule can change every semester so please refer to the most updated schedule on GoSolar.23