

Masters of Education (MED)
SCHOOL COUNSELING
HANDBOOK



DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
GEORGIA STATE UNIVERSITY
2021-2022

TABLE OF CONTENTS

Quick Contact Reference4
Georgia State University.....5

Faculty & Staff.....6

Program Information.....7
 Student Activities8
 Professional Development.....8
 Students' Responsibilities8
 Changing Major or Degree Status9
 Academic Discipline Policy9
 Program Objectives11
 Petitions and Appeals12
 Petition for Waiver or Variance12
 Petition for Resolution12
 Appeal Procedure12
 Policy on Student Development and Retention.....13
 Procedures for Retention Committee Hearings.....16
 CPS Disposition for a Successful Student.....18
 Continuous Enrollment Policy... ..18
 Role of Academic Advisor19

M.Ed. School Counseling Program of Study21
M.Ed. School Counseling Program Flow Information.....22
M.Ed. School Counseling Model Program.....24

Course offerings outside of CPS dept. & Semester Course Offerings25
Master of Education Program of Study Check List.....26
Course Authorization Form27
Exempting from EXC 402028
GAPSC Certification Lookup.....29
School Counseling Course Descriptions30
Directed Readings.....32
Guidelines Practicum & Internship33
 Prerequisites and Departmental Application.....33
 Placement Information33
 Site Supervisor Guidelines34
 CPS 7661 Applied Practice I.....34
 CPS 7681 Internship.....35

Licensure	35
Student Responsibilities.....	37
Program Requirements	37
Miscellaneous	37
Tips for the New Professional Counselor.....	37
Ethical and Legal Guidelines.....	37
Supervision	38
Purpose	38
Taping	38
Confidentiality	38
Critical Clinical Issues.....	38
School Counseling Certification Checklist.....	39
GACE PRAXIS RESA CERTIFICATION SUBMISSION FORM.....	40
Student Frequently Asked Questions.....	41

Quick Contact Reference

- **CPS Department Web Site** <http://cps.education.gsu.edu/>
- **Problems with Go Solar** - Registrar's Office 404-413-2600
<http://registrar.gsu.edu/> onestopshop@gsu.edu
The CPS department has no role in setting Go Solar registration times.
- Any questions relating to **graduate admissions**, including:
 - Admissions policies for College of Education & Human Development and GSU
 - Graduation audits
 - Graduate Catalog regulations
 - Changing programs
 - Transient Student
 - Reentry to programs
- **Contact Graduate Student Services and Graduate Admissions** 404-413-8000
<http://education.gsu.edu/student-services/office-of-academic-assistance/>
- **Graduation Questions** – Graduation Office 404-413-2248
<http://registrar.gsu.edu/graduation/>
- **Course Authorizations (Restrictions, Overrides, Errors)** – Lydia Ewonus
Are processed online: <http://cps.education.gsu.edu/student-resources/current-students/forms/>
Lydia Ewonus processes all authorizations: lewonus32@gsu.edu
- **Comprehensive Exam, Practicum/Internship process questions** – Lydia Ewonus
Please contact Lydia Ewonus - lewonus32@gsu.edu
- **Questions related to the CPS programs**, including program course requirements and course content - Regina Finan, Academic Advisor for CPS: rfinan1@gsu.edu
- **Parking and Transportation**
<http://services.gsu.edu/parking-and-transit/>
- **Setting up your GSU Campus ID and Student Email Account**
<http://technology.gsu.edu/get-started-technology/students/>
- **Getting your GSU Student ID (PantherCard)**
<http://panthercard.gsu.edu/panthercard/>
- **Resume development, interview skills, job search skills** - University Career Services
<http://career.gsu.edu/> 404-413-1820
- **Georgia Professional Standards Commission** www.gapsc.com
- **Georgia School Counselors Association** www.gaschoolcounselors.com
- **American School Counselor Association** www.schoolcounselor.org

GEORGIA STATE UNIVERSITY

Georgia State University has evolved from a small school of commerce in 1913 with forty-seven students to the largest university in Georgia (as per University System of Georgia enrollment data for Fall 2016). Granted university status in 1969, it is now a leading urban public research university with an enrollment of more than 53,000 students. It is comprised of ten colleges and schools: Arts, Arts and Sciences, Business, Education and Human Development, Honors, Law, Nursing and Health Professions, Perimeter, Policy Studies, and Public Health. Georgia State University is in the heart of the business district of downtown Atlanta, and has been recognized for its diversity, growth, and innovation.

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

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

DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES

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

The Department: The Department of Counseling and Psychological Services (CPS) is part of the College of Education & Human Development. Students are prepared to work in settings such as vocational rehabilitation, schools, correctional facilities, colleges, and in various mental health facilities and counseling practices. Specific master's degree programs are available in clinical mental health counseling, clinical rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialist in Education (Ed.S.) degrees can be obtained in school 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 bibliography, kits for parent and teacher education programs, and other packaged materials for use with students.

FACULTY

Dr. Brian Dew, Department Chair

Primary School Counseling Faculty

Dr. Erin Mason

Dr. Natalie Grubbs, Program Coordinator

Counseling and Psychological Services Faculty

Dr. Jeff Ashby

Dr. Tamara D'Anjou-Turner

Dr. Franco Dispenza

Dr. Joel Meyers

Dr. Catherine Perkins

Dr. Laura Shannonhouse

Dr. Debbie Berens

Dr. Don Davis

Dr. Dennis Gilbride

Dr. Jonathan Orr

Dr. Ken Rice

Dr. Han Na Suh

Dr. Catharina Chang

Dr. Cirleen DeBlaere

Dr. Kan Guvensel

Dr. Chavez Phelps

Dr. Andy Roach

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 Education program in School Counseling is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Georgia Professional Standards Commission (GaPSC). Graduation from this program does not lead automatically to certification as school counselors or licensure as an Associate Professional Counselor (APC) or as a Licensed Professional Counselor (LPC). Students are, however, academically prepared to sit for the GACE I & II content area in school counseling for the state of Georgia and the National Certified Counselor Credential (NCC) [formerly known as the National Certified Counselor Exam] just before completion of the degree. Students should contact the GaPSC for more information on the certification requirements for school counseling---404-232-2500 or <http://www.gapsc.com/>. Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding licensure requirements for professional counselors---478-207-2440 or <http://sos.ga.gov/index.php/licensing/plb/43>.

The Department of Counseling and Psychological Services is not a licensure or certification organization. Students are responsible and accountable for obtaining certification information to be a Certified School Counselor and a National Certified Counselor (NCC) from the Professional Standards Commission of Georgia and the National Board for Certified Counselors (NBCC), respectively. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know the certification and licensure requirements of their chosen state. The department does not speak for licensing or certification boards.

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

Prior to enrolling in their first semester, school counseling students should be aware that Georgia State Boards for certification and licensure, as well as credentialing boards of other states and professional organizations, reserve the right to run criminal history checks on all applicants for licensure or certification, as well as on all applicants for internship placements as part of the school counseling program of study. In Georgia, certification is required to counsel and practice in the public school; licensure and/or certification may also be required to counsel and practice outside the public school or religious setting. In this program of study, internship placement is required for graduation. The student with a criminal background who seeks professional credentials should contact the appropriate Board prior to initial enrollment in the school counseling program to determine eligibility for certification, licensure, and/or internship placement. Even if the program has collected this information as part of your application or student record, and has admitted you into the program of study, this does not indicate that the State Licensure and Certification Boards will approve you for certification, licensure, and/or internship placement. Students are responsible for determining their own eligibility for certification, licensure, and/or internship placement in their chosen state. The department cannot be involved in this process.

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. A positive endorsement does not guarantee licensure—only the state Board can grant licensure.

STUDENT ACTIVITIES

All graduate students in CPS programs are strongly encouraged to join a professional organization (as student members) that most closely fits with their intended career goals. Possible organizations include American Counseling Association (ACA) and any divisions/branches of ACA which are appropriate, the Licensed Professional Counselors' Association of Georgia (LPCA of GA), the Georgia Association for Play Therapy (GAPT), the International Association for Play Therapy (IAPT), the American School Counselors Association (ASCA), the Georgia School Counselors Association (GSCA), and any other appropriate professional organizations, such as the Georgia Adlerian Society. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

PROFESSIONAL DEVELOPMENT

The Department of Counseling and Psychological Services (CPS) 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 nine content and practice behaviors representing the core study for clinical mental health counseling, school counseling, and clinical rehabilitation counseling. 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, the university, and the departmental requirements concerning their individual programs.

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

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education & Human Development have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Graduate Student Services and Graduate Admissions when changes are made by the College of Education & Human Development. It is especially important that each student note that it is the individual student's responsibility to keep apprised of current graduation requirements for his or her particular degree program.

You can access the GSU Graduate Catalog here: <http://www.gsu.edu/enrollment/catalogs.html>.

OUT OF CLASS ASSIGNMENTS

School counseling students will be required to complete various out of class assignments. Examples of these assignments are attendance at Professional Development School (PDS) meetings, portfolio and practicum/internship orientations, Professional Educators Seminar Series, and other presentations. These assignments are critical to the professional development of the school counselor. On occasion, students may

receive course credit or they may count some of the assignments as hours toward their practicum/internship requirement.

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. The student will be considered by CPS just as a new applicant will be considered. 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

Graduate students 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 their 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 students' 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 coursework, if the cumulative GPA is at least 3.00, then the students will return to good standing.

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

Graduate students on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required coursework 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 students will return to good standing. Students may not graduate while on scholastic warning.

Scholastic Suspension

Graduate students 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 students 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

There is no guarantee that the students will be readmitted.

Scholastic Probation

Students who are reinstated after scholastic suspension will be on *scholastic probation*. If the students' graduate grade point average for any term following reinstatement falls below 3.00, the students will be scholastically excluded from the College of Education & Human Development. If the students' 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

Students may be scholastically excluded from the College of Education & Human Development for one or more of the following three reasons:

1. The students completed an academic term in which they did not earn a term GPA of at least 3.00 while they were on scholastic probation.
2. The students 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 students failed to maintain the level of academic performance required by the department of their major.

Students 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.

PROGRAM OBJECTIVES

MISSION STATEMENT: The School Counseling program within the Department of Counseling and Psychological Services at Georgia State University is dedicated to training professional school counselors who are prepared to use school data to design, implement, and evaluate developmentally appropriate school counseling programs that promote academic, vocational and personal/social success for all students. Our model for school counselor preparation is based on the American School Counselor Association's (ASCA) *National Model for School Counseling Programs*® and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for School Counseling Programs.

PROGRAM PHILOSOPHY: The School Counseling program theme is "Developing School Counseling Skills to Maximize Students' Potential for Learning." This theme was selected based on the program faculty's belief that the primary role for school counselors is to prepare students for the learning process. The academic success of children and adolescents is in large part dependent on their self-image and their ability to cope with normal developmental issues such as accepting responsibilities, making friends, and physical changes. Additionally, a large group of today's school students face overwhelming life events such as abuse, neglect, poverty, drug and alcohol problems, and safety issues in their own neighborhoods. School counselors must be prepared to assist these students to overcome these extremely negative situations if the students are to learn and grow.

School counselors serve an integral role in the process of educating youth, and collaborate with significant people in students' lives such as teachers, administrators, parents and community resources. In order to understand and meet student needs from a holistic perspective, the training model places great importance on systemic change through collaboration, advocacy and leadership with the goal of removing barriers to learning and encouraging student success.

GOALS:

1. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate classroom guidance lessons for children and adolescents that are consistent with the ASCA *National Model for Comprehensive School Counseling Programs*®.
2. Students will develop skills to enable them to understand children and adolescents from a holistic, developmental approach, grounded in theory that leads to appropriate strategies to enhance the adjustment and learning of all students.
3. Students will develop skills to enable them to use data to develop a comprehensive, developmentally appropriate guidance program and to evaluate the program's effectiveness.
4. Students will develop skills to enable them to understand child and adolescent academic, career, and social/emotional needs in the context of a socioculturally diverse school environment.
5. Students will develop skills to enable them to provide a career counseling program that is developmentally appropriate.
6. Students will develop skills to enable them to provide collaborative consultation services to teachers, parents, administrators, other school professionals and community resources.
7. Students will develop skills that will enable them to provide appropriate counseling and consultation services for special needs students, their families and teachers.
8. Students will develop leadership skills to enable them to advocate for students, parents, and others especially with regard to closing achievement gaps between diverse groups.
9. Students will develop skills that will enable them to work within the framework of ethical guidelines of the American Counseling Association and the American School Counselors Association.
10. Students will learn their legal responsibilities as school counselors. Students will develop skills that will enable them to work within the framework of an existing school counseling program and work in collaboration with other counseling and educational professionals to enhance learning for all students.
11. Students will develop skills that will enable them to use technology in appropriate ways with students, parent, teachers, and other school staff.
12. Students will use current school counseling research to develop, monitor, and evaluate effective counseling programs.

PETITIONS AND APPEALS

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

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

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

<https://education.gsu.edu/download/petition-for-waiver-or-variance-2/>

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 MED SCO 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 MED SCO program*"). Don't forget to attach a letter, as the form requests, explaining why this exception should be made for you. The form and required letter from you are then submitted to your advisor, who will make sure all the other necessary signatures are placed on it. This petition form must be submitted by the end of the term prior to the term in which the exception is needed. GSS will advise the student of the final decision.

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

1. Students are encouraged to discuss the academic or non-academic issue or grade concern with the instructor prior to filing a formal appeal, in an effort to gain understanding about the basis of the issue or grade. If the issue is not resolved informally, students should use the following procedure for the Student Petition for Resolution process and retain copies of all materials submitted.
2. Fill in your name as it appears in university records. Include your Panther number, e-mail address if you have one, and daytime telephone number(s). Fill in the name of the department you are petitioning.
3. Complete Part I and attach a typed statement giving the reason(s) the petition should be granted. Include in the statement (a) the specific action, practice, or decision that is problematic; (b) the impact of the decision; (c) what resolution is being sought; and (d) why it should be granted. Attach relevant supporting documentation included but not limited to work samples, pertinent correspondence, course evaluation, and/or course syllabi.

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

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

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

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

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

Policy on Student Development and Retention

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

Monitoring and Supporting Student Development:

1. Once a student is accepted into a program, the Program Coordinator for each program will create a file for each student. These files will be maintained by individual Program Coordinators throughout the student's time at GSU in the CPS department and may be viewed by students by making an appointment with the program coordinator or other authorized faculty member. Persons having access to the contents of this file include the student, the Program Coordinator for the specific program in which the student is enrolled, and the Chair of the CPS Department. In the event that student

behavioral concerns rise to a level that warrants review by the Review Committee and/or a Retention Committee (please see item #2 for more information regarding these committees), then the faculty members participating on those committees will be granted access to the students' files. Students will be informed of all items that are entered into their folders and those items may include but are not limited to written reports made by faculty of academic and non-academic behavioral concerns, recognition of special or exceptional academic and non-academic student achievements, recommendations and/or decisions rendered by Review Committee and Retention Committee. Students are encouraged to contribute their own materials to this folder including responses to any behavioral reports and/or corrective action recommendations. All items entered into students' folders are to be written and submitted to the Program Coordinator. The Program Coordinator is responsible for maintaining student files.

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

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

Review and Retention

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

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

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

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

Procedures for Retention Committee Hearings

The procedures for the Retention Committee Hearing are as follows:

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

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

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

CPS Dispositions - 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 Clinical Mental Health Counseling students, School Counseling Students, Clinical Rehabilitation Counseling students, and Counselor Education and Practice students) or the American Psychological Association (for Counseling Psychology students and School Psychology students) and ASGW Code of Ethics for group work
 - The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills
 - The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences, and also with clients in practicum and internship
 - Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients
 - Ability to interact appropriately and effectively with other students, faculty, and staff
15. The Retention Committee Chair will present its recommendation to the CPS faculty. The faculty will discuss the Committee's findings and approve, disapprove or modify the Retention Committee's recommendation. A majority vote of the faculty will be necessary to carry the motion.
16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty's decision via official GSU email.
17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education & Human Development Catalog.

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

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.

Students are required to read and follow the entire Continuous Enrollment Policy:

<https://education.gsu.edu/admissions/continuous-enrollment-requirements/>. Students who violate the continuous enrollment policy must submit the application for reentry, and be subjected to its policies: https://gsu.qualtrics.com/jfe/form/SV_cRYcJZIUr6put2B.

Role of the Academic Advisor

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. The information below details the services provided by the Academic Specialist to all of these clients.

How the advisor can help students

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

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

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

How a graduate student can help themselves:

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

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

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

Alter registration days/times – Registration times are set by the Registrar’s Office according to a formula found in the Graduate Catalog, 1312.15: “Time-ticket assignments are assigned with priority to students scheduled to graduate during the upcoming registration term and then to continuing students according to the total credit hours earned.”

Register, add or drop a student from a class or remove a hold put on by another department. Only the student can register and add courses at the graduate level.

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

Inform departments of your student status for GRA purposes – This is handled in the CPS office by Yolanda Parker (yparker@gsu.edu).

Process Course Authorizations for overflows, error messages, or cohort sections – This is handled in the CPS office by Lydia Ewonus (lewonus32@gsu.edu).

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 EDUCATION IN SCHOOL COUNSELING

The **Master's Degree** in School Counseling is a sixty-semester hour program designed to produce educationally oriented school counselors with broadly based multi-disciplinary backgrounds. They are equipped to counsel pupils as well as parents and teachers, to consult with parents, teachers and other school and community personnel, and to coordinate the resources of the school and community in order to meet the academic, career, and personal/social needs of pupils. The role calls for facilitating, nurturing persons in sympathy with educational objectives and accustomed to working with others in providing services to pupils. It presupposes expertise in child growth and development, assessment, group process facilitation, interviewing skills, classroom intervention techniques, interpersonal dynamics, leadership, advocacy, the use of data to plan and evaluate programs, and curriculum of the elementary and middle school.

The program for the major in school counseling is designed to prepare students for certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

PROGRAM OF STUDY (60 SEMESTER HOURS)

Professional Studies and Major Courses (45 semester hours)

CPS 6020	Introduction to Elementary, Middle, and High School Counseling (3)
CPS 6150	Ethical and legal Standards in Counseling and Psychological Services (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 7340	Social/Cultural Issues in Counseling and Psychological Services (3)
CPS 7450	Educational and Psychological Appraisal (3)
CPS 7500	Individual and Family over the Lifespan (3)
CPS 7550	Consultation in School Counseling (3)
CPS 8260	Program Evaluation, Advocacy and Leadership in School Counseling (3)
CPS 8380	Family Systems & Interventions (3)
CPS 8431	Counseling Skills and Strategies for School-Aged Children (3) OR CPS 8600 Advanced Play Therapy (3) <i>Choose One - See Optional RA in model program</i>
CPS 8470	Crisis Intervention (3)
EPRS 7900	Methods of Research in Education (3)
<i>Choose One - See Optional RE in model program</i>	
CPS 8390	Psychological Aspects of Human Sexuality (3)
CPS 8400	Introduction to Play Therapy (3)
CPS 8460	Biopsychosocial Aspects of Addiction (3)

Applied Practice and Internship Sequence (9 semester hours)

CPS 7661	Applied Practice I: School Counseling (3) [spring semester]
CPS 7681	Internship: School Counseling (6) [3 in fall semester, 3 in spring semester]

Elective (3 semester hours) *Choose One - See **Optional E** in model program*

CPS 8100	Psychobehavioral Diagnosis (for LPC) OR
CPS 8540	Child/Adolescent Psychopathology (non-LPC)

Additional elective options include (but are not limited to) CPS 8500 Stress Management (3), CPS 8390 Human Sexuality, CPS 8970 Adventure Therapy, and EPRS 7910 Action Research (3). Students may request to have additional courses considered.

Students who do not hold a Georgia Renewable Teaching Certificate must also complete:

EXC 4020	Characteristics and Instructional Strategies for Students with Disabilities
-----------------	--

IMPORTANT INFORMATION! PLEASE READ!!

Beginning of the Program

- All students will be given a GSU email address where you will receive emails from the department. Students will need to check their GSU email regularly for any information.
- **Students are required 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 must pass CPS 6020 with a grade of B or higher. If repetition is necessary, no other coursework can be taken concurrently.
- CPS 6410 Basic Counseling Skills requires students tape a final performance video that will be viewed by training doctoral students, current faculty, and other necessary appropriate parties. By entering this course, students consent to be videotaped.
- CPS 6450 Group Counseling Systems is a didactic course that may include a growth group experience. Students should plan to attend every class and avoid scheduling trips, vacations, etc.
- **School counseling students must attend the applied practice/internship workshop before turning in the applied practice application.** The applied practice/internship workshop is held in the fall semester prior to beginning CPS 7661 in the spring. If students do not attend, they cannot participate in CPS 7661 in the spring and CPS 7681 in the following fall and spring. Check here for the date: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

Middle of the Program

- The school counseling applied practice (CPS 7661) begins in the first spring and internship (CPS 7681) begins in the fall semester of the second year of the school counseling program. Students cannot register for CPS 7661 and CPS 7681 without being admitted into the school counseling program. Upon admittance, students cannot register for CPS 7661 and CPS 7681 until the prerequisite courses have been successfully completed.
- **For school counseling students to be eligible to begin applied practice (CPS 7661), the following courses must be successfully completed or taken concurrently with CPS 7661:** CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, and CPS 7500. Additionally, the following courses must be successfully completed before students are eligible to take internship (CPS 7681): CPS 8260, CPS 8380, CPS 8470 and one of the following: CPS 8390, CPS 8400, or CPS 8460. CPS 7550 and CPS 8431 or CPS 8600 must be taken concurrently with the internship sequence (CPS 7681). Students are approved to begin the applied practice based upon the number of hours and courses they have completed in their programs.
- The practicum-internship sequence is a full-time commitment. When students are completing this requirement, it is advised for them to have no more than a part-time employment. Students planning on working full-time while completing the practicum-internship sequence must present a plan to the program coordinator detailing how both the employment and practicum-internship requirements will be met.
- All school counseling students must complete *EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities* before graduation, so that GSU is able to consider recommending them for certification in school counseling. A student that has an initial certification in the State of Georgia may submit a copy of that certification as it indicates that they have completed the content of this required course.

- Students must apply for graduation two full terms prior 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 school counseling students must submit passing scores from the GACE (Georgia Assessments for the Certification of Educators) content tests I & II in school counseling to graduate from the Master of Education program in school counseling. This is the comprehensive exam for the school counseling program. Scores must be submitted to the school counseling program coordinator or designee. (Passing score is 225 or higher on both test).
- Students may sit for the National Counselor Examination for Licensure and Certification (NCE)] in their last semester of internship (CPS 7681). The exam can be taken April through June. Information will be provided to students during the fall semester of their internship (CPS 7681) 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.

Master of Education Degree in School Counseling Model Program

EPRS 7900 Methods of Research in Education (3) and EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (any Fall, Spring, or Summer online)

Summer 2021 (1st Session) total hours = 9

CPS 6020 Introduction and Orientation to Professional School Counseling (3)

CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)

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

Fall 2021 (2nd Session) total hours = 12-15

CPS 6450 Group Counseling Systems (3)

CPS 7260 Counseling Systems and Interventions (3)

CPS 7500 Individual and Family over the Lifespan (3)

CPS 8380 Family Systems & Interventions (3)

*CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall* OPTIONAL RE*

Spring 2022 (3rd Session) total hours = 12-15

CPS 6410 Basic Counseling Skills (3)

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

CPS 7661 Applied Practice I (3-6)

CPS 8470 Crisis Intervention (3)

*CPS 8100 Psychobehavioral Diagnosis (3) OPTIONAL E *recommended elective for LPC**

CPS 8400 Intro to Play Therapy (3) OPTIONAL RE

Summer 2022 (4th Session) total hours = 6-12

CPS 7450 Educational and Psychological Appraisal (3)

CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)

CPS 8390 Human Sexuality (3) OPTIONAL RE

Elective (3)

Fall 2022 (5th Session) total hours = 6-12

CPS 7550 Consultation in School Counseling (3)

CPS 7681 Internship (3-9)

CPS 8600 Advanced Play Therapy (3) OPTIONAL RA

*CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall* OPTIONAL RE*

Spring 2023 (6th Session) total hours = 6-12

CPS 7681 Internship (3-9)

CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) OPTIONAL RA

*CPS 8100 Psychobehavioral Diagnosis (3) OPTIONAL E *recommended elective for LPC**

CPS 8540 Child/Adolescent Psychopathology (3) OPTIONAL E (non-LPC)

EXC 4020 must be completed prior to graduation for PSC requirements. Proof of completion must be sent to GSS. Students are expected to follow the model program. The CPS department cannot offer every course during each semester. If the course is listed in a specific semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. ***Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times.*** The model program is intended as your schedule. **Course offerings are contingent upon registration and the department may cancel courses with low enrollment. Courses must be 80% full in order to offer the course.**

Projected Course Schedules

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

Course Offerings outside of the CPS Department

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

Program of Study Check List

Catalog Year: 2020-2021 (Summer 2021 admittance)

Major: School Counseling Student: _____
Degree: Master of Education Panther ID: _____

List of Required Courses (54 Semester Hours)

- _____ CPS 6020 Introduction and Orientation to Professional School Counseling (3)
- _____ CPS 6150 Ethical & Legal Standards in Counseling and Psych. Services (3)
- _____ CPS 6410 Basic Counseling Skills (3)
- _____ CPS 6450 Group Counseling Systems (3) (prerequisite: CPS 6410)
- _____ CPS 7260 Counseling Systems and Interventions (3)
- _____ CPS 7300 Career Theory, Assessment, and Intervention (3)
- _____ CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- _____ CPS 7450 Educational and Psychological Appraisal (3)
- _____ CPS 7500 Individual and Family Over the Lifespan (3)
- _____ CPS 7550 Consultation in School Counseling (3) (take concurrent w/ CPS 7681)
- _____ CPS 7661 Applied Practice I: School Counseling (3)
- _____ CPS 7681 Internship: School Counseling (6: 3 fall sem., 3 spring sem.)
- _____ CPS 8260 Program Evaluation, Advocacy and Leadership in SCO (3)
- _____ CPS 8380 Family Systems & Interventions (3)
- _____ *CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) OR*
- _____ *CPS 8600 Advanced Play Therapy (3)*
- _____ CPS 8470 Crisis Intervention (3)
- _____ EPRS 7900 Methods in Research in Education (3)

One of the following options (3 credit hours):

- _____ CPS 8390 Human Sexuality (3)
- _____ CPS 8400 Intro to Play Therapy (3)
- _____ CPS 8460 Biopsychosocial Aspects of Addiction (3)

One elective option (3 credit hours):

- _____ CPS 8100 Psychobehavioral Diagnosis (3)
- _____ CPS 8500 Stress Management (3)
- _____ CPS 8540 Child/Adolescent Psychopathology (3)
- _____ CPS 8600 Advanced Play Therapy (3)
- _____ EPRS 7910 Action Research (3)
- _____ Other: _____

_____ EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)**

** School Counseling students who do not already have initial, renewable certification in the State of Georgia registered with GSS THAT SHOWS completion of a students with disabilities course must complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities and Youth before graduation, so that Georgia State University can consider recommending them for certification in school counseling. **ALL students must show proof of EXC 4020 completion to GSS before they can be approved for graduation, even if it is already on your existing teacher certification (more information on this is provided later on within this handbook).**

*****Students must complete CPS 6020 with a B or higher. If repetition of CPS 6020 is necessary, no other CPS course work may be taken concurrently.

*****To graduate from the Master of Education Program in School Counseling, all students must complete the GACE Subject Assessment exam(s) in School Counseling at least eight weeks prior to graduation.

For **School Counseling** students to be eligible to begin applied practice (CPS 7661), the following minimum prerequisite courses must be successfully completed or taken concurrently:

CPS 6020 Introduction and Orientation to Professional School Counseling
CPS 6150 Ethical and Legal Standards in CPS
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 CPS
CPS 7500 Individual and Family Over the Lifespan

For **School Counseling** students to be eligible to begin internship (CPS 7681), the following minimum prerequisite courses must be successfully completed:

CPS 8260 Program Evaluation, Advocacy and Leadership in SCO
CPS 8380 Family Systems & Interventions
CPS 8470 Crisis Intervention
One of the following: CPS 8390 Human Sexuality
CPS 8400 Introduction to Play Therapy
CPS 8460 Biopsychosocial Aspects of Addiction

The following must be taken concurrently with the internship sequence (CPS 7681):

CPS 7550 Consultation in School Counseling
One of the following: CPS 8431 Counseling Skills & Strategies for School-Aged Children
CPS 8600 Advanced Play Therapy

COURSE AUTHORIZATION FORMS

1. What is Course Authorization?

- A Course Authorization is used to obtain permission to register for a restricted CPS department course, or to report errors when attempting to register for a course you already have permission to enter.
- If a class is full, a course authorization form should be submitted. The instructor of the class will receive your form, and decide whether “overflow” will be given, allowing the student an extra seat in the course.
- **A Course Authorization is not registration.** A course authorization simply overrides the restriction or error. Students must go back into the registration system and add the course.
- 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.
- **Course Authorization Form:** <https://www.jotform.com/form/80375384338160>

2. What to use this form for:

- **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.
- **Overflow** - If you are using this form to request an overflow (extra) into a full class. Ms. Johnson will check to see if an overflow into the class is available.
- **Cohort Classes** – Many courses are for a specific cohort section within the first 10 days of registration. If you would like to have authorization to take a class with another cohort, fill out this

form. Please be advised that you should discuss your options with your Program Coordinator and the Academic Specialist.

3. Turning in a Course Authorization form

- Click on “Course Authorization Request Form” here:
 1. <https://www.jotform.com/form/80375384338160>
 2. Fill out the online form. It will automatically go to Lydia Ewonus.
- 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, if you are eligible to take the course, an authorization will be put on your student record.
 - **Overflow** – After checking with the instructor and verifying the classrooms legal occupancy, an authorization will be placed on your student record.
- Please check your Go Solar account for the authorization approvals. If the authorization is not showing or if you have turned in a course authorization form and are still unable to register **after two days** please contact Lydia.

4. GA TAP Students

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

****Exempting from EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)****

School Counseling students must complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities and Youth (3 credit hours) before graduation. This is a program requirement. Students must also complete EXC 4020 before Georgia State University can consider recommending them for certification in school counseling. Most students complete EXC 4020 here at GSU during the school counseling program of study. However, some students have already completed this course in order to become certified as a teacher or other education professional here in the state of Georgia.

Students who have already completed EXC 4020 may show proof of EXC 4020 completion by printing out their teaching certificate and verifying that it says “Yes” next to the Exceptional Children Course field. The printed certificate must go to GSS along with a certification submission form cover sheet, found later in this handbook. This should be submitted to GSS by a student’s second semester of the school counseling master’s program for the student to be exempted from EXC 4020.

If the teaching certificate says “No” next to the Exceptional Children Course field, like the example below, then the student must successfully complete EXC 4020 here at GSU prior to graduation.



[Home](#) | [Change Password](#) | [Logout](#)

Welcome

[\[Return to Home Page\]](#)

The following information comes directly from our database and is current as of 11/20/2012 4:20:21 PM . If you have any questions or feel there are inaccuracies, please contact us as soon as possible by email at CertHelp@GAPSC.com. For questions concerning educator disciplinary matters, email ethics@gapsc.com



SSN:

Certification ID:

Exceptional Children Course: NO

No cases have been opened or closed for this person

No documents are on-file at this time.

Test results are on-file for the following areas...	
Description	Effective Date
GACE Basic Skills Assessment	10/13/2012

No correspondence has been sent from the PSC

[Display another record](#)

Last Modified 10/4/2012

This page is best viewed using Internet Explorer v5.0 or higher at 800 x 600 screen resolution or above.

[Home](#) | [Contact](#) | [PSC Home Page](#) | [Logout](#)

<https://www.gapsc.org/Portal/LookupPortal.asp>

School Counseling Course Descriptions

CPS 6020 Introduction and Orientation to Professional School Counseling

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

CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services

This course provides the rationale of basic ethical, legal, and practical professional standards governing the practice in counseling, counseling psychology, and school psychology, especially as defined by the American Counseling Association (ACA), American School Counselors Association, American Psychological Association (APA), and the National Association of School Psychologists (NASP). Emphasis is placed on practice within organizational settings.

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 an introductory course of career theory, assessment, and intervention. Course contents include (a) classic and contemporary career development and counseling theories, (b) career assessment, (c) multicultural career issues, and (d) career counseling and intervention. Students are expected to learn how to apply career theories and assessments in counseling with various populations.

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 the history, ethical/legal, and professional organization issues related to appraisal for counseling professionals. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools

CPS 7500 Individual and Family Over the Lifespan

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

CPS 7550 Consultation in School Counseling

Corequisite: CPS 768. This course discusses and applies case studies using consultation techniques with teachers, parents and others. Issues on history, ethical/legal and professional/organizational issues are related to consultation as form of professional practice.

CPS 7661 Applied Practice I

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 7681 Internship

Corequisite: CPS 7550; Prerequisite: CPS 7661

This internship is 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 8260 Program Evaluation, Advocacy and Leadership in SCO

Prerequisite: CPS 6020/6030. This course is designed to prepare the school counselor to effectively carry out the transformed role of the school counselor in the 21st century. This role includes an understanding of program evaluation utilizing student outcome data, becoming an advocate for students, schools and the field of school counseling and becoming a leader in promoting, planning and implementing all aspects of the counseling program in the school.

CPS 8380 Family Systems and Interventions

This course provides an overview of the historical roots of the family movement and the major theoretical orientations including systemic, psycho-dynamic, and communications orientations. A brief overview of the role of research and ethics on the development of the family movement is also discussed.

CPS 8390 Psychological Aspect of Human Sexuality

Psychological Aspects of Human Sexuality. Prerequisite: consent of the instructor. Requirement: A minimum grade of "C" is required for this course. Students develop a knowledge base of current research on human sexuality and application to professional practice in evaluation and therapeutic intervention concerning problems of human sexual adjustment and function.

CPS 8400 Introduction to Play Therapy

Prerequisite: CPS 6010 or CPS 6150 and CPS 7260

This course is designed to train counseling students to become effective play therapists in a school or community setting. The course will cover the history and theories of play therapy, play as it relates to child development, techniques of play therapy, the meaning of play in the therapeutic setting, and the logistics of setting up a playroom.

CPS 8431 Counseling Skills & Strategies for School-Aged Children

The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents in individual, small group, and large group counseling settings. This course provides instruction on the stages of change and provides opportunity for case conceptualization and the development of interventions. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.

CPS 8460 Biopsychosocial Aspects of Addiction

Prerequisite: CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050.

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

Prerequisite: consent of the instructor or cohort permission listed on PAWS/GoSOLAR. 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.

CPS 8500 Stress Management

Stress Management. Prerequisite: consent of the instructor. Requirement: A minimum grade of "C" is required for this course. Students examine the nature, etiology, symptoms, and management of stress. 3.000 Credit hours

CPS 8600 Advanced Play Therapy

Students engage in the advanced study of play therapy. This includes theories of play therapy, advanced play therapy skills, special topics in play therapy, and a supervised on-campus practicum.

EPRS 7900 Methods of Research in Education

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

CPS 8810 Directed Readings

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

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

Contact info for GSS: <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.

GUIDELINES: SCO PRACTICUM & INTERNSHIP 2021-2022

Please note that this is not an exhaustive list of guidelines — students will receive a complete handbook of all guidelines. This is just for planning purposes.

PREREQUISITES AND DEPARTMENTAL APPLICATION

1. The school counseling practicum begins in the spring semester of the first year and the internship sequence begins in the fall semester of the second year of the school counseling program, and only after a student has completed all necessary prerequisite coursework. This procedure applies to new students to the Master of Education program, initial certification (non-degree) students, and current CPS students.
2. Students must attend the practicum/internship orientation before turning in the practicum application. The practicum/internship workshop is normally held in a student's first fall semester. Please check for orientation announcements or this website: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/> (scroll down to school counseling program section).
3. The application for practicum/internship *must* be submitted online.

You need *not* submit another application for the second and third semesters in the practicum/internship sequence. Enrollment and completion of the first semester of CPS 7661 ensures you the ability to enroll in the next two semesters of internship, CPS 7681.

4. Notification of placement will be sent to you, prior to registration, by the dean's office of the College of Education & Human Development.
5. Authorization is *required* prior to registering for CPS 7661 and CPS 7681. Students will be reserved seats in sections of CPS 7661 and CPS 7681. **The school counseling faculty may place students in specific sections of CPS 7661 and CPS 7681 prior to registration.**
6. *Special note:* If you have applied or registered for CPS 7661, but later decide not to enter the course for that particular semester, it is important that you fill out the *Practicum Postponement* form and return it to the department. Be sure to advise the instructor of the section in which you are enrolled as well.
7. Practicum must be completed in the spring semester of the first year and internship must be completed during two consecutive semesters (fall and spring) of the second year.

PLACEMENT INFORMATION

1. On the practicum/internship application, students will list their 1st, 2nd, and 3rd choice of a site. Please note specific County requirements provided below. Students are asked not to contact school counselors, principals, etc. Most students will be assigned a school by the County Personnel Office. Systems have different policies. The school counseling faculty will notify students if they need to contact system placement personnel. If students have any questions, they are encouraged to contact the school counseling program coordinator.
2. Students will not be assigned to a school that their children attend or where a family member works.
3. Students who are teachers in DeKalb County and Fulton County are not permitted to complete their practicum and internships in that county while employed as a full-time teacher. **THIS IS A DEKALB AND FULTON COUNTY POLICY, AND IT IS NOT NEGOTIABLE.** You must plan to complete your field experience by taking a leave of absence in DeKalb County and/or Fulton County.
4. Students may not change placements for any reason without prior approval from the school counseling program coordinator.

FIELD PLACEMENT POLICIES AND PROCEDURES:

Students in pre-professional education courses, methods or practicum courses requiring field experiences (such as CPS 7661 and CPS 7681), and student teaching/practicum courses must follow the policies and procedures listed on the website below to be placed in field sites:

<http://education.gsu.edu/student-services/office-of-field-placements/>

All school counseling students are responsible for the information covered on the above website.

SITE SUPERVISOR GUIDELINES:

Approval of sites will depend on the availability of a qualified on-site supervisor. The on-site supervisor must be a certified school counselor in Georgia with at least three years of experience as a school counselor at the level (elementary, middle, or secondary) being supervised or with two years of experience as a school counselor and an Ed. S. in School Counseling including a course in supervision.

1. The on-site supervisor should schedule a planning and supervision conference each week with the intern to discuss various aspects of his/her work and make *suggestions* and *recommendations* relative to intern's progress. At least one (1) hour of on-site supervision should be provided each week.
2. The on-site supervisor should also provide an opportunity for the student to observe him/her in his/her work with students, teachers, and parents.
3. The on-site supervisor should observe the student in a number of settings such as teacher/parent conferences and working with students.
4. At the conclusion of each semester the on-site supervisor will complete a progress report related to the intern's progress and will discuss the evaluation with the student.
5. Students will evaluate the site and site supervisor at the end of the Fall and Spring semesters.

CPS 7661 APPLIED PRACTICE I (SPRING SEMESTER; 15 WEEKS)

The program requires students to complete a supervised practicum experience. The practicum provides for the development of teacher/parent consultation, classroom guidance, psychoeducational activities, individual counseling, group counseling, and the administration of general guidance services. **The practicum includes the following required hours at GSU: a minimum of 150 hours for practicum (40 hours direct service) in 10 weeks. (CACREP requires 100 in practicum over 10 weeks and 40 of those will be direct hours)**

There will be mid-term and end of term evaluations. At the end of the 15 weeks, all students will meet with their supervisors in order to be assessed and approved to move into internship. If you spend extra time on site, NO hours can be counted toward internship at all per CACREP. A grade for practicum will be posted at this time.

Partial Requirements for Practicum:

- a) Students will keep a log outlining activities (See Appendix B for sample formats).
- b) A minimum of one (1) hour per week of individual supervision, throughout the practicum provided by the on-site supervisor.
- c) A one and one-half of weekly group supervision class with other students.
- d) One hour of weekly individual/dyadic supervision with the faculty supervisor.
- e) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
- f) A *formal* evaluation of the student's performance during the practicum (See Appendix C).
- g) Begin Targeted Intervention Project.
- h) Complete assigned numbers of individual counseling, small group counseling, classroom guidance, and parent/teacher consultation sessions.

CPS 7681 INTERNSHIP I & II (FALL and SPRING SEMESTERS)

CACREP requires a minimum of 600 hours for Internship (240 direct hours). GSU requires 700 for Internship (250 direct hours). The Fall 15 week Internship I (CPS 7681) may begin early for pre-planning, and we highly encourage it because this provides you the opportunity to begin forging relationships with staff and to viewed as a staff member, but is not required.

Internship I 7681 begins in the second fall and runs approximately 14-15 weeks. During Internship I students will be required to be on site 350 hours (125 hours of direct service). This will end at winter break and your university supervisor will post a grade for the first phase of your internship. There will be mid-term and end of term evaluations.

Internship II 7681 resumes in the spring and runs approximately 14-15 weeks. During this “second phase of the internship” students will be required to be on site 350 hours (125 hours of direct service). This averages out to about 24-25 hours per week BOTH semesters. Your university supervisor will post a final grade for your internship time/work.

The MINIMUM amount of CPS 7661/7681 hours SCO students need to register for:

CPS 7661 (Spring) – 3 hours

CPS 7681 (Fall) – 3 hours

CPS 7681 (Spring) – 3 hours

If needed for financial aid, students may register for up to 6 hours credit per semester.

Partial Requirements for Internship:

- a) Students will keep a log outlining activities. (See Appendix B for sample formats).
- b) A minimum of one (1) hour per week of individual supervision, throughout the internship provided by the on-site supervisor.
- c) A one and one-half of weekly group supervision class with other students.
- d) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
- e) A *formal* evaluation of the student's performance during the internship. (See Appendix C).
- f) Targeted Intervention Project (TIP)
- g) Assigned numbers of individual counseling, small group counseling, classroom guidance, and parent/teacher consultation sessions.

LICENSURE -

Associate Professional Counselor (APC)

Licensed Professional Counselor (LPC)

The department does not advise or speak for any licensing board. For those planning to pursue professional licensure as an Associate Professional Counselor followed by licensure as a Professional Counselor, familiarization with the requirements can be acquired by contacting the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at (478) 207-1670 or www.sos.state.ga.us/plb/counselors . Documentation for the practicum/internship experience verification can be submitted to the department at the time of application for licensure.

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

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

- Please note that the CPS department cannot guarantee that the Georgia Professional Standards Commission (or any certification board) will approve your application for certification as a school counselor. Our CPS program is designed around the Georgia Professional Standards Commissions' qualifications for an approved program; however, the Georgia PSC (and all other state certification commissions) reserves the right to individually approve or deny each applicant, regardless of school counseling graduate program completed.
- Please not that background checks may be required for internship placement, certification and/or licensure—any student worried about the background check requirement should consult with PSC immediately, and well before beginning their graduate program in school counseling.

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

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

STUDENT RESPONSIBILITIES

Program Requirements

All school counseling students must pass the School Counseling GACE Subject Certification Test administered by the State of Georgia as required by Rule 502-2-.08 of the Georgia Professional Standards for Teacher Certification. Students must pass the GACE Subject Test in school counseling to graduate from the Master of Education program in school counseling.

Miscellaneous

1. Even though students are offering counseling assistance to their respective schools, they are guests of that school and have been invited to learn about the practical aspect of school counseling. This is also a time to become familiar with their role as a professional.
2. The school may require more of a student than the practicum/internship requires. Students should be clear on organizational expectations. Any problem with these expectations should be discussed with the student's site supervisor and CPS instructor.
3. In addition to training requirements, students will want to become familiar with the general policies and procedures of their school. Such information may include but not be limited to:
 - a) General operational procedure, required paperwork, dress code.
 - b) Procedures for handling emergency situations with clients (i.e. suicide risk, abuse, psychotic episode, etc.).
 - c) The availability of on-call consultation/back-up.
 - d) Procedures for referrals outside your school and those resources typically used.
 - e) Opportunities available for use of assessment instruments, computers, professional literature, and research.
4. When in doubt - ask. Interns should remember that they are students and new to the school. As such, they are not expected to know everything. Students are encouraged to utilize on-site conflicts and problems as learning experiences, keeping in mind that they are there with the permission of the school.
- 5 Your proof of **student liability insurance** must be turned in to Lydia Ewonus in Room 950 College of Education & Human Development prior to starting your practicum. Liability insurance can be purchased from ACA or ASCA. If the site you have selected requires drug screening or criminal background checks, this documentation should also be completed by July 1. **ALL STUDENTS MUST CARRY INDIVIDUAL LIABILITY INSURANCE while completing CPS 7661 and CPS 7681. ALL STUDENTS MUST HAVE A CRIMINAL BACKGROUND CHECK THAT IS SUBMITTED TO GRADUATE STUDENT SERVICES IN THE COLLEGE OF EDUCATION & HUMAN DEVELOPMENT.**

Tips for the New Professional Counselor

Transitioning to the role of a professional school counselor can be both exciting and anxiety provoking. The practicum/internship experience offers students the opportunity to begin applying the knowledge gained through readings and coursework. It is natural for beginning counselors to experience insecurities related to their skill level and potential clients. Students should remember the intent of their role and make use of the suggestions and guidance that their supervisor can provide.

Ethical and Legal Guidelines

1. Ethical standards for the American Counseling Association (ACA) and the American School Counselor Association (ASCA) are available from the ACA (www.counseling.org) or ASCA (www.schoolcounselor.org).
2. For information regarding confidentiality, privileged communication, and informed consent, students should refer to the recommended text, "Ethical and Legal Issues" Huey, W. and Remley, Theodore.

SUPERVISION

Purpose:

1. The practicum/internship experience, the actual development and application of clinical skills, is central to the education of professional school counselors. The supervision process is an integral part of this experience as it provides the opportunity to hone skills, explore new possibilities, receive feedback, and build one's repertoire and confidence as a professional school counselor.
2. Each student should be prepared to effectively use supervision time, both on-site and at the University.
3. Each counseling session and tape should be thoroughly previewed by the student, with notes reflecting important content and appropriate sections of the tape.
4. The practicum supervisor has the authority and responsibility to withdraw a student from a practicum experience if the student's performance constitutes a detriment to the clients at the school. If such a removal is necessary, the student will be given a U for the semester.

Taping:

1. The use of audio taping (as well as videotaping and live supervision when available) provides a rich source of feedback and opportunity to reflect on issues and dynamics arising during a counseling interview.
2. Audiotape recordings of a sample of counseling/consultation sessions are *required* for supervision. In order to maximize the quality of supervision, **clear and audible tapes are essential**.

Confidentiality:

1. One of the most important aspects of counseling is ethical confidentiality. It is also essential in building trust with clients. There are several aspects of confidentiality of which students need to be especially aware:
 - a) Students should know their school's regulations regarding confidentiality of case notes, files, and taping.
 - b) Taping is an important aspect of supervision. It is students' responsibility to obtain written parental permission to tape individuals and group counseling sessions. Students must also explain the limits of confidentiality to clients and parents if this is not provided in writing by the school. Students should let clients and parents know who else will be hearing the tape (i.e. supervisor/class) and for what purpose.
 - c) As a professional, any information shared in class is to be kept confidential by all class members.
 - d) The client's full name need not be used on tape. The tape can be identified for use by labeling it with the client's initials.
2. *The importance of confidentiality cannot be stressed enough.* Students should be extremely careful with their tapes and safeguard against loss.

Critical Clinical Issues:

1. Critical issues listed below should be handled by immediate consultation with the on-site supervisor. Faculty supervisors can also serve as a second consultant on these issues.
 - a) Suicide information, risk assessment, and suicide contracting.
 - b) Information regarding threat of harm to others, including Tarasoff decision and guidelines for handling such clients.
 - c) Child abuse and neglect information - definition, recognition, and reporting.

SCHOOL COUNSELING CERTIFICATION PROCESS CHECKLIST

Applying for Georgia certification in school counseling requires that students submit a self-managed, complete certification application packet to the Georgia Professional Standards Commission. Part of that application must be completed by our Certification Official in Graduate Student Services (GSS on the 3rd floor of COE Building) at GSU BEFORE you submit your application packet to GPSC—Allow time for the GSU Certification Official to complete the necessary forms for you. Please read GSU Certification Official's entire website: <http://education.gsu.edu/student-services/office-of-academic-assistance/applying-for-certification/certification-requirements/>.

GPSC generally takes anywhere from four to eight weeks to process a certification request, so bear this in mind when making your certification plans. Also, documents may not be submitted more than 90 days in advance of your graduation.

The following checklist is designed to assist you in gathering your materials. Remember to request that all materials from outside sources, such as universities or professors, (transcripts, recommendations, etc.) be mailed to you so that you may gather them and send one complete application packet to the Georgia Professional Standards Commission. Incomplete packets will not be processed. Send your complete application packet to the following address: Georgia Professional Standards Commission, Certification Section, Two Peachtree Street, Suite 6000, Atlanta, GA 30303-3191.

KEEP A PERSONAL COPY OF ALL MATERIAL SUBMITTED.

Application Checklist for GPSC Certification in School Counseling (All items should be mailed together to the Georgia Professional Standards Commission)

- [] A completed Professional Standards Commission (PSC) Certification Application. Applications are on the Georgia Professional Standards Commission web site www.gapsc.com
- [] The Professional Standards Commission Certification Application details on page 1 the applicable fees, if any. Confirm on this page if you have a fee and don't forget to include it in your packet if you do. If you are unsure, please contact PSC directly www.GAPSC.com to confirm your fee. (Note: GPSC only accepts cashier's check, money order, or on-line credit card payment)
- [] A completed & official GaPSC Recommendation Form (from the application packet). Submit the GaPSC Recommendation Form to the GSU College of Education & Human Development, Graduate Student Services (Suite 300, College of Education & Human Development Building, ATTN: Baja Tibbs). This form is used by GaPSC to verify that you completed a state approved school counseling program. Include the following items with your recommendation form: 1) a self-addressed, stamped envelope; & 2) a copy of your GACE scores. The recommendation form will be returned to you directly for your self-managed application packet. Include these scores even if you have already submitted them to GSU. Don't forget to include the self-addressed, stamped envelope.
- [] Official transcripts from ALL college and universities that you have attended. Request that official transcripts be sent to you from each college you have attended, including GSU- (after you graduate with your school counseling/school psychology degree, of course!) Transcripts from all colleges attended must be included in your packet or PSC will not accept your application. Official transcripts must be in sealed envelopes with the registrar's signature across the flap. (To request a GSU transcript, go to www.gsu.edu.)
- [] If necessary, any additional material requests described in the PSC application packet. Such items might include the work experience verification form, employment status if employed in Georgia school system, out-of-state certificates, or additional assessment score reports from other states. These items are only required if applicable and these forms can be downloaded from www.GAPSC.com

Please note that no person in the CPS department can complete your PSC forms.

Always contact Graduate Student Services (GSS): 404-413-8000 or in person, Suite 300 of the College of Education & Human Development Building. **Currently, the GaPSC certification official in GSU's GSS is Basja Tibbs, who can be reached at btibbs@gsu.edu or her direct line: 404-413-8161.**



GACE PRAXIS RESA CERTIFICATON SUBMISSION FORM

Counseling & Psychological Services Department

Name _____ Panther # _____

Address _____
City, State, _____

ZIP _____

Telephone/Cell _____ Email _____ @student.gsu.edu

Degree Program/Major _____ Catalog/Year Admitted _____

I am submitting:

GACE SCORES

PRAXIS SCORES

RESA COURSE SCORES OR TRANSCRIPT

PROOF OF TEACHER CERTIFICATION

OTHER: _____

I am submitting this for:

CREDIT FOR EXC 4020 Characteristics & Instructional Strategies for Students with Disabilities

OTHER: _____

COMPREHENSIVE EXAM REQUIREMENT ****

***Faculty advisor signature required for submission of Comprehensive Exam**

Faculty advisor or Faculty Program Coordinator must forward to GSS.

A Student cannot submit comprehensive exam—only faculty advisor.

Faculty Advisor or Faculty Program Coordinator signature

All forms (except for comprehensive exam documents) should be submitted to GSS:

****If you are submitting scores to satisfy the **comprehensive exam**, return form with copies of GACE content or PRAXIS II results to **CPS faculty advisor or faculty program coordinator** for appropriate faculty signature. Your CPS faculty advisor will then forward the signed form and scores directly to GSS. The student may deliver all other documents directly to GSS—no faculty signature is needed on other documents.

By Hand Delivery:

Graduate Student Services and Graduate Admissions
College of Education & Human Development Building
ATTN: Ms. Spurley
30 Pryor Street, Suite 300
Atlanta, GA 30303

By Mail

College of Education & Human Development Georgia State University
Graduate Student Services and Graduate Admissions
ATTN: Ms. Spurley
P.O. BOX 3977
Atlanta, GA 30302-3977

By Fax: 404-413-8003

Students' 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. School Counseling faculty do the practicum/internship orientations for their students and they will notify students of the dates.

2. **When can I see the next semester schedule of CPS classes?**
 - a. The exact dates course listing are posted to PAWS are listed on each semester calendar here: http://www.gsu.edu/registrar/calendars_and_exam_schedules.html
 - b. The schedule is posted on GoSolar or PAWS two weeks prior to the start of registration. You can log onto GoSolar or PAWS 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. Again, academic and Semester Calendars are kept by the Registrar's Office and may be found at http://www.gsu.edu/registrar/calendars_and_exam_schedules.html

3. **What is a Course Authorization Form and when do I have to fill one out?**
 - a. The Course Authorization Form (found here: <https://www.jotform.com/form/80375384338160>) is typically used in three situations: if you are receiving an error message when you try to register, if you are registering for a class that is restricted or has prerequisites that you haven't completed, or if you are trying to register for a class that is full. In all situations, fill out the form (include the class name and number, the CRN number, any error message) and turn it into Lydia Ewonus via the electronic form linked above. Ms. Ewonus will contact the instructor to see if they will authorize you to take a restricted class, if they are able to overflow or if you have met the course prerequisites. If you are receiving an error message, she will be able to research that as well. For questions, email Ms. Ewonus at: lewonus32@gsu.edu.

4. **Is the Comprehensive Examination different then the NCE examination?**
 - a. Yes. The comprehensive examination is *a requirement for graduation in the School Counseling Program*. School Counseling uses the GACE School Counseling Subject exam. Student must submit passing scores on the GACE School Counseling subject exam 8 weeks prior to graduation in order to be cleared for graduation.
 - The National Counselors Examination (NCE) is an optional examination which the state of Georgia currently uses as the cognitive requirement for APC licensure. *It is open only to current CPS Mental Health, Rehabilitation or School Counseling students who have just graduated that December, or will graduate in May or August*. NBCC will contact you directly regarding exam registration. The exam is a computer-based test that is usually offered from the end of April through the beginning of June at any Pearson Test Center (there are multiple locations in the Atlanta area). You will be able to select when and where to take the NCE. You will be given an application during your practicum/internship class and you may choose to take this examination or not. If you do not choose to take it at the time when you are eligible as a student, you will have to arrange to take it from the Composite Board in Macon, GA (<http://sos.ga.gov/index.php/licensing/plb/43>) or through the National Board of Certified Counselors (www.nbcc.org). Please note that the CPS department cannot guarantee that NBCC will approve your NCC application to sit for the exam. 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.

5. **I want to switch to another program within the CPS department. What do I need to do?**
 - a. You have to apply to and be accepted into the program, just like all other applicants to that program. Graduate Student Services and Graduate Admissions requires that you submit another application, test scores, transcripts, etc.
6. **What happens if I apply to a different program but am not accepted? Can I continue in my original program?**
 - a. Yes. You do not have to do anything to continue in your original program.
7. **What happens if I apply to a different program and am accepted? Do my credits automatically transfer?**
 - a. Those that are needed in your new curriculum will likely transfer. You will attend a mandatory orientation prior to starting your new program. At that time you will be given the model curriculum for your new program and you will be able to see which of the courses in your new program that you have already taken, and have been approved for transfer. When you switch master's programs you will be adding at least a year to the length of time it will take you to complete your degree. The practicum/internship sequence for all programs only start in fall and end in spring, so you must postpone it one year while you are completing the prerequisite course work in your new program. Be aware that any course work taken prior to admission into an Ed.S program **WILL NOT COUNT TOWARDS THE CURRICULUM FOR THAT PROGRAM.**
8. **I have taken some previous course work and want to transfer in some classes. How do I do this?**
 - a. The course work must be at the graduate level and if you are transferring it into the School or Professional Counseling programs, it can only come from a CACREP accredited school. All CACREP accredited programs will accept credits only from CACREP accredited schools. The course work must be no older than 6 years by the time you will graduate. Please carefully review the Transfer Credit Form found at <https://education.gsu.edu/files/2018/12/PetitiontoTransferGraduateCredit-fixed.pdf>.
 - b. Students requesting transfer credit should fill out ONE form for each course they hope to transfer.
 - c. The form should have a syllabus attached for the original course, as well as an official sealed transcript. Please submit the form, syllabus, and transcript to your advisor.
9. **I need to take some time off. Do I have to reapply to my program?**
 - a. Not necessarily. If you comply with the continuous enrollment policy, and take just one or two semesters off while still fulfilling the minimum hourly enrollment requirements, you will not have to reapply. You will simply register for courses when you choose to return. Carefully review the continuous enrollment policy: <https://catalog.gsu.edu/graduate20192020/university-academic-regulations/#university-policy-on-continuous-enrollment>
 - i. Graduate students must register for at least a total of six semester hours of course work **during any period of three consecutive terms (fall, spring, summer)** until completion of degree.
 - ii. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.
 - b. If you take three consecutive semesters off from classes, or violate the continuous enrollment policy due to limited hours of registration, you will have to fill out a Reentry Application (https://gsu.qualtrics.com/jfe/form/SV_cRYcJZIUr6put2B)
 - i. You must pay the \$25 reentry application fee.

- ii. The admissions committee for your program **MUST** approve your reentry—it is not guaranteed that you will be readmitted or allowed to complete your program.
- iii. You will be subjected to the **CURRENT** rules of your program at the time of reentry. If there has been a program change, you will have to complete the newest program requirements of that program, even if that involves repeating a course that has updated content.

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

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

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

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. GRA positions are found the same way job positions are—a student is responsible for seeking out postings for open positions and securing one. Update your resume and stop by each department to see if they have any GRA openings. Starting in fall 2006 there will be two types of GRA appointments: one will be a single GRA appointment, 8-10 hours per week with a stipend and a 50% tuition waiver. The other will be a GRA appointment, 8-10 hours with a higher stipend and a 100% tuition remission. The higher remission will be more specialized work and the lower rate less specialized work. You can put together two of the lower level GRA positions and receive a full tuition remission.

GRA policies may be found at <https://graduate.gsu.edu/files/2017/09/Graduate-Assistant-Policy-Approved-by-Administrative-Council.pdf>.

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

You have to file a Graduation Application by the deadline shown at <http://registrar.gsu.edu/graduation/> (be sure you are looking at the deadlines for GRADUATE applications) and turn it in with the graduation fee. You may choose to participate in the ceremony or not. If you do, please visit the GSU Bookstore for information about cap, gown and hood. Your hood color is ordered by degree (M.Ed. for school 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 graduates. Who can answer these questions?

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

The convocation is organized and hosted by the College of Education & Human Development Dean’s office. Normally, invitations and information about this ceremony are sent out to

prospective graduates 2 months prior to the convocation ceremony date. Please allow time for your invitation and information to arrive (usually by email). CPS faculty and staff are not involved with the planning or organizing of this event. All questions should be directed to that office. Currently in charge of the convocation is: Claire Miller at (404) 413-8118 or coeconvocation@gsu.edu.

13. I am in the School Counseling program - do I have to take EXC 4020?

Yes, yes must complete this course if you **do not** have a renewable teaching certificate that shows completion of the course already.