School Counseling
Education Specialist
Specialist in Education Programs

Student Handbook

2013 - 2014

Department of Counseling &
Psychological Services
College of Education
Georgia State University
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Quick Contact Reference

- **CPS Department Web Site**
  http://education.gsu.edu/cps/
- **Problems with Go Solar** Contact Registrars Office 404-413-2600
  The CPS department has no role in setting Go Solar registration times.
- Any questions relating to **graduate admissions**, including:
  - Admissions policies for College of Education and GSU
  - Graduation audits
  - Graduate Catalog regulations
  - Changing programs
  - Transient Student
  - Reentry to programs
  Contact the Office of Academic Assistance and Graduate Admissions 404-413-8000
- **Graduation Questions** – contact Graduation Office 404-413-2248
- **Course Authorizations**
  Pick up form at Front Desk of CPS Department or get online at
  http://education.gsu.edu/cps/docs/CPS/course_authorization_form.doc
  Turn form in to Annette Johnson.
- **Course Authorizations, Overrides, Comprehensive Exam, Practicum/Internship process questions** contact Annette Johnson AJohnson@gsu.edu
- **Questions related to the CPS programs**, including program course requirements, course content, please contact the Academic Advisor for CPS
- **Parking and Transportation**
  http://www.gsu.edu/parking/
- **Setting up your GSU Student Email Account**
  https://www.student.gsu.edu/
- **Getting your GSU Student ID card**
  http://www.gsu.edu/panthercard/
- **Resume development, interview skills, job search skills**
  Contact University Career Services, 2nd Floor, University Center 404-413-1820
- **Licensure Information for Professional Counselors** 478-207-1670
  Contact the Georgia Composite Board of Professional Counselors, Social Workers
  And Marriage and Family Therapists http://www.sos.state.ga.us/plb/counselors
GEORGIA STATE UNIVERSITY

Georgia State University has evolved from a small school of commerce in 1913 with forty-seven students to the second largest university in Georgia. Granted university status in 1969, it now has an enrollment of more than 28,000 students. It comprises six degree granting colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, Law, and the School of Policy Studies. Georgia State University is in the heart of the business district of downtown Atlanta, with part of its campus built over city streets and over its own parking and service areas. A landscaped plaza connects many of the buildings, ten of which have been added to the campus in the past decade.

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

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

COUNSELING AND PSYCHOLOGICAL SERVICES

Mission Statement:

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

The Department:

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

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

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

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

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

**FACULTY**

Dr. Brian Dew, Department Chair

Dr. Andrea Dixon, Program Coordinator

**Primary Mental Health & School Counseling Faculty**

Dr. Gary Arthur  Dr. Jeff Ashby  Dr. Greg Brack  Dr. Catharina Chang
Dr. Donnie Davis  Dr. Franco Dispenza  Dr. Dennis Gilbide  Dr. Joseph Hill
Dr. Diane Levy  Dr. Jonathan Orr  Dr. Ken Rice  Dr. Robert Rice

**Other Counseling and Psychological Services Faculty**

Dr. Catherine Cadenhead  Dr. Randy Kamphaus  Dr. Joel Meyers
Dr. Steve Truscott  Dr. Kristen Varjas

**STAFF**

Katie Lowry, Business Manager  Lindy Parker, Academic Advisor
Kim Ford, Staff Assistant  LaRose Raston, Administrative Coordinator
Annette Johnson, Administrative Coordinator  Phyllis Smiley, Administrative Assistant
PROGRAM INFORMATION

The specialist degree for the major in school counseling (elementary, middle childhood, or secondary) is designed to prepare counselors to function at higher levels of competence in their work settings. A master's level certification in school counseling is a prerequisite for the program. Graduation from this program does not lead automatically to licensure as a Licensed Associate Professional Counselor (LAPC) or as a Licensed Professional Counselor (LPC). Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding licensure requirements for professional counselors—478-207-1670 or http://www.sos.state.ga.us/plb/counselors/.

The Department of Counseling and Psychological Services is not a licensure 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 PSC 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 in 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.

**STUDENT ACTIVITIES**

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

**STUDENTS' RESPONSIBILITIES**

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

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

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

Students should monitor their progress within their program by continually checking the accuracy
of their academic evaluation on GoSOLAR (or the PAWS OneStopShop registration tab). To do
this, Login to GoSOLAR (or the PAWS OneStopShop registration tab), select Student Records,
Select View Academic Evaluation. Students are responsible for monitoring the accuracy and
completion of their program.

You can buy a graduate catalog at the GSU bookstore or view the GSU Graduate Catalog at
http://www.gsu.edu/es/catalogs_courses.html.

LiveText

Students in the master’s and specialist school counseling programs at GSU are
required to purchase and submit assignments through LiveText, or another course
management system. Students will be responsible for the cost of this program. For more
information, please see this website: http://education.gsu.edu/CPS/5919.html

CHANGING MAJOR OR DEGREE STATUS

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

A graduate student admitted in nondegree 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. He or she does 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 nondegree student may be applied to a master’s or doctoral program in the College
of Education.

ACADEMIC DISCIPLINE POLICY

Scholastic Warning

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

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

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

\textbf{Scholastic Suspension}

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term’s GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a \textit{Petition for Readmission After Scholastic Suspension} form and a reentry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by their noted deadlines. Please consult the graduate catalog or Office of Academic Assistance and Graduate Admission’s website for the current deadlines.

\textbf{Scholastic Probation}

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

\textbf{Scholastic Exclusion}

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

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

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

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

Petition for Waiver or Variance. This petition is for use by students in the College of Education who are seeking a waiver or variance from an established policy, procedure, rule, or guideline governed by the College of Education. 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’ adviser, 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 Office of Academic Assistance and Graduate Admission’s website: http://education.gsu.edu/oaa/docs/PetitionForWaiverForm.121511.doc. Students should read all the 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 box, 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: Students must pick a course from an approved list of electives to satisfy the elective requirement for the EDS SCO program.” Lower in that box, students are asked to state, “Modification sought:” Here, students should write what they are wanting to see approved. (For example, a student may write: Allow me to complete PH 7570 Childhood Obesity Prevention as an approved elective for my EDS SCO program, even though PH 7570 is not on the approved list, or in an approved department.” The form is 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. OAA will advise the student of the final decision.

Student Petition for Resolution. This petition is for use by students seeking resolution to academic treatment within the College of Education thought by the students to be injurious, unjust, or wrong. Students who believe they have suffered academically because of such treatment should contact the department that offers the course or program in which the treatment occurred to obtain a Student Petition for Resolution form. Within 10 days following the students’ written requests, the department chair schedules a meeting with the students and their professor. Students must submit the Petition for Resolution and required attachments to the appropriate department chair before the end of the term in which the academic problem occurred or in the case of a final grade petition within 30 calendar days after the first week of classes of the following term.

Student Appeal Procedure. Students in the College of Education may appeal to the College of Education Student Affairs Committee for review of a College of Education petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated
within 30 working days following decision of the petition process. To initiate an appeal, the student must contact Shea Allman, Liaison to the Appeals Panel, Office of the Dean, 404/413-8127, for an appointment.

**Grade Appeal Procedure.** Students are allowed a limited time period when they can petition their semester course grade if they feel they did not receive the grade they actually earned. Here are the procedures a student should follow in order to petition their grades:

1. Students are encouraged to resolve grade issues with their instructors before submitting a petition. Documenting a meeting or email attempting to resolve a grade issue with the instructor is suggested.
2. Students must complete the Petition for Student Resolution Form. This form with detailed instructions can be found at [http://education.gsu.edu/oaa/4009.html](http://education.gsu.edu/oaa/4009.html).
3. Students should forward this form and any accompanying documents to the department chair of the department that offered the course. If the department chair was the instructor of the course, the department chair will be recused, and Shea Allman, Dean’s Office Administrator for the College of Education, will accept the petition.
4. The deadline to petition any semester grades is 14 days after grades have been posted.
5. The department chair (or Dean’s Office Administrator) has 10 business days from the date of receiving the petition to make a decision to the student in writing.
6. If students are not satisfied with the decisions, they can again appeal by contacting Shea Allman, Dean’s Office Administrator at sallman@gsu.edu or 404-413-8127. Copies of all documents and previous petitions will be required. If your instructor was the department chair and Ms. Allman initially reviewed your petition, an Associate Dean or higher will be your second reviewer.

FYI - According to university policy, students can only petition the current semester's grades (i.e. fall 2012 semester 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, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the CPS training programs (masters, Ed.S., and doctoral) 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.
1. At the beginning of each Fall Semester, Program Coordinators for each 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. and Ph.D. students in their respective program.

2. Once a student is accepted into a program, the Program Coordinator for each program will create a file for a student when faculty reports of academic and non-academic, behavioral concerns are reported in writing. The respective Program Coordinators will maintain the files. These files may also contain letters or reports of commendation for students.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign the statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the Department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. If the student refuses to sign the statement, the faculty member will note that on the statement and give this to the Program Coordinator. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed 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. 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 will refer the concern, including documentation, to the two-member faculty 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.

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. The Program Coordinators 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. At the direction of the Program Coordinator, negative statements and accompanying information will 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.

6. 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 or continuation in the program of study if a problem has been identified. The procedure for the formation and conduct of the ad hoc Retention Committee is as follows:

* 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.

PROCEDURES FOR RETENTION COMMITTEE HEARING

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 and Review Committee of two, request from the Department Chair the appointment of an ad hoc Retention Committee to receive information as regards the suitability of the student for the program.

2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.

3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the Retention Hearing are to (a) gather information as regards 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 as regards the student’s future participation in the program.

5. The Department Chair will send a certified letter to the student notifying the student of the formation of the ad hoc Retention Committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee
members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.

6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.

8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the hearing.

9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.

12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.
14. After all information has been received the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

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

**Characteristics expected of a successful student:**

a) Integrity  
b) Self-Awareness  
c) Ability to successfully complete the academic course work required in the program.  
d) Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.  
e) Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).  
f) 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.  
g) The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.  
h) Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.  
i) Maintain an acceptable presentation that meets university, department, and affiliate sites expectations and standards to include dress, interpersonal skills, and respect of institutional procedures.

15. The Retention Committee Chair will present its recommendation to the CPS Faculty. The faculty will discuss the Committee’s findings and approve, disapprove or modify the Retention
Committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog. (Revised March 2002)

**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 order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation. The full policy can be found here: http://education.gsu.edu/oaa/1120.html

**Role of the Academic Advisor**

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

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

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

**How the advisor can help students**

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

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

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

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

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

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

**Things the advisor cannot do**

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

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

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

Inform departments of your student status for GRA purposes – This is handled in the CPS office by LaRose Raston.

Provide transcript evaluation prior to admission into a CPS program.—this is handled by the School Counseling program coordinator immediately after admission.

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

Speak with authority on behalf of any state licensing board – GSU is a training program and can not speak on behalf of any state licensing body. The Advisor can share any personal experience they may have with licensure in the state of Georgia, help you connect with the appropriate web site for a state you are researching, or help you find a workshop about how to become an LAPC and LPC in Georgia, but can not give advice or interpret licensure board rules or state law. All states have complex laws and rules guiding licensure. You would be very unhappy if the Advisor did make an interpretation and you later found that it was incorrect…..going straight to the state in question is the route to the most accurate licensure information.

Provide a statement about your practicum/internship to any licensure board - This is handled by the SCO Program Coordinator.

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

COURSE AUTHORIZATION FORMS

Course Authorization forms are submitted online through this website (3rd link on this page titled, “Course Authorization Procedures and Form”): http://education.gsu.edu/cps/809.html

1. What is Course Authorization?
   - Authorization is permission to register for a CPS department course. **Authorization is not registration.** A student must register them self after the authorization is granted.
   - If a course requires authorization, it applies to all students.
   - If authorization is granted that student will have **five days to register for the class.**
student does not register within the time allowed the authorization will be removed. This is especially important in the case of overflow requests.

- **Completing this form does not ensure a seat in a class.** Authorization is performed independently on a first come, first serve basis. Student records are used to determine eligibility for the course requested for authorization. For some courses, additional authorization may be necessary.

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

3. **Turning in a Course Authorization form**
   - Turn the form into Annette Johnson electronically through this website: [http://education.gsu.edu/cps/809.html](http://education.gsu.edu/cps/809.html). (For questions about the form, please email Ms. Johnson at ajohnson@gsu.edu. When emailing please put “Course Authorization” in the subject line of the email.)
   - Annette Johnson will check your student records to see if you meet the prerequisite requirements and eligibility for the course.
     - **Error messages or Cohort Classes –** After researching the error message and clearing it, if you are eligible to take the course an authorization will be placed on your student record.
     - **Overflow –** After checking with the instructor and verifying the classrooms legal occupancy, if there is room in a full class an authorization will be placed on your student record.
   - Please check your Go Solar account for the authorization approvals. If the authorization is not showing or if you have turned in a course authorization form and are still unable to register **after two days** please call the Annette at (404)-413-8181.

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

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

Course Authorization forms are submitted online through this website (3rd link on this page titled, “Course Authorization Procedures and Form”
http://education.gsu.edu/cps/809.html
Education Specialist Degree in School Counseling

The School Counseling Program is designed to produce educationally oriented counselors with broadly based, multi-disciplinary backgrounds. Graduates are equipped to counsel pupils as well as parents and teachers; to consult with parents, teachers and other school and community personnel to advocate for students and parents and to coordinate the resources of the school and the community in order to meet the developmental needs of the students. The role calls for facilitating, nurturing persons knowledgeable of educational objectives and accustomed to working with others in providing leadership and expertise in child growth and development, assessment, group process facilitation, interviewing and consultation skills, classroom intervention techniques, interpersonal dynamics, and the curriculum of the school.

PROGRAM OF STUDY
(30 REQUIRED SEMESTER HOURS)

Program of Study (30 semester hours)

A. Professional Studies (6 semester hours)
   Required:
   • EPRS 8530 Quantitative Methods & Analysis in Ed. I (3)
   • Select one of the following Social Foundations of Education courses (3)
     EPSF 8040 Cultural Studies in Education: Gender, or
     EPSF 8260 Sociology of Inner-City Children, or
     EPSF 8270 Philosophy of Education, or
     EPSF 8320 Politics and Policy in Education, or
     EPSF 8340 History of American Education

B. Teaching Field/Major (12 semester hours)
   Required:
   • CPS 8450 Advanced Group Counseling (3)
   • CPS 8490 Current Trends/Ethics in School Counseling (3)
   • CPS 8480 Supervision of School Counseling Services (3)
   • CPS 8661 Applied Practice II: School Counseling (3)

C. Electives (12 semester hours)
   Students can choose electives that are 7000 level and above in programs from the College of Education or the Sociology, Psychology, or Anthropology Departments in College of Arts and Science (with the exception of Master’s level Applied Practice and
Internship courses, such as CPS 7660, CPS 7661, CPS 7663, CPS 7680, CPS 7681, and CPS 7683, Graduate Assistant Seminar courses, such as CPS 7975, ECE 7975, EPY 7975, and Directed Readings courses, such as CPS 8810, etc.).

- A few suggested Departmental Electives are listed below:
  
  CPS 8260  Program Evaluation, Advocacy & Leadership in SCO (3)
  CPS 8300  Traumatology (3)
  CPS 8360  Psychological Change Strategies (3)
  CPS 8370  Advanced Career Counseling (3)
  CPS 8380  Family Systems & Interventions (3)
  CPS 8460  Psychological Aspects of Addiction (3)
  CPS 8500  Stress Management (3)
  CPS 8530  Professional Issues and Decisions (3)
  CPS 8540  Child/Adolescent Psychopathology (3)
  CPS 8600  Advanced Play Therapy
  CPS 8620  Adlerian techniques with Families and Couples (3)
  CPS 8650  Advanced Counseling Theory (3)
  CPS 8820  Health Psychology (3)

- Courses taken before admittance into the Ed.S. program will not count toward the degree.
- Courses required for the master's program cannot be used as duplicate credit for the Ed.S. program.
- Students must complete a residency requirement to graduate from the Ed.S. program. Forms for the Residency requirement can be found in the bookcase in room 950 (CPS main office).

VERY IMPORTANTANT INFORMATION! PLEASE READ ALL!

Notes about the program of study:

- Students must apply for graduation two full terms prior to the expected graduation date. Students should contact Georgia State University's graduation office for application deadlines, [http://www.gsu.edu/es/graduation.html](http://www.gsu.edu/es/graduation.html).
- All students will be given a GSU e-mail address where you will receive e-mails from the department and university. Students will need to check their GSU e-mail regularly for any information sent concerning your courses and program. The GSU e-mail can be forwarded to any other e-mail account. For questions about setting this up, please see a computer technician at any of the GSU computer labs or go to [http://www.student.gsu.edu/](http://www.student.gsu.edu/).
- Students should keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.
- Course offerings are contingent upon registration and the department may cancel courses with low enrollment. Summer courses must be 80% full in order to meet.
**School Counseling (SCO) EDS Residency Requirement**

Specialist residency requires each SCO Ed.S. student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field. It also provides time for reading, reflection, and research appropriate for an advanced professional degree. Each department within the College of Education provides a variety of experiences designed for its Ed.S. students who are fulfilling residency requirements. SCO Residency Requirements:

- **Students** should discuss (well in ADVANCE) with a SCO faculty member the specialist residency requirements specific to their program and their plan for completing the residency requirements.
- Students must list activities or projects completed that include faculty members.
- Students must list attendance or presentations at seminars or professional meetings.
- Students must complete the Specialist Residency Plan form and submit it to the school counseling program coordinator for approval and final submission to the Office of Academic Assistance.

**More information about the Residency Requirement**

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

Forms for the residency requirement can be found in the bookcase in room 950 (CPS main office) or online: [http://education.gsu.edu/oaa/docs/edsresidency.pdf](http://education.gsu.edu/oaa/docs/edsresidency.pdf) The form has only two categories to complete:

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

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

Completed Ed.S. residency forms must be submitted to the **School Counseling Program Coordinator no later than the first week of the semester** in which a student anticipates graduating from the Ed.S. program. Forms may be turned in as early as possible, though—the student does not have to wait until his/her last Ed.S. semester. Approved forms will be signed by the school counseling program coordinator and forwarded to the department chairperson for approval. Upon final approval by the department chair, the form will be forwarded to the Office of Academic Assistance (OAA) located on the 3rd floor of the College of Education (COE). If a form is denied approval by the department, the student will be notified by CPS personnel. If the form is approved, OAA will send the student a notice by regular mail.

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

Any questions about residency requirement or completion should be directed to School Counseling program coordinator or other School Counseling faculty.
**Semester Course Offerings**

**NOTE WHEN CLASSES ARE USUALLY OFFERED!**
Course offerings cannot be guaranteed as faculty availability is subject to change.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 8450</td>
<td>Advanced Group Counseling</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To register for CPS 8450, you need to complete the master’s degree and receive instructor approval.</td>
</tr>
<tr>
<td>CPS 8480</td>
<td>Supervision of School Coun. Serv.</td>
<td>Spring Only – cannot be guaranteed every spring; will be offered every other spring</td>
</tr>
<tr>
<td>CPS 8490</td>
<td>Current Trends/Ethics in SCO</td>
<td>Offered Summer Only</td>
</tr>
<tr>
<td>CPS 8661</td>
<td>Applied Practice II</td>
<td>Offered Fall Only</td>
</tr>
<tr>
<td>EPRS 8530</td>
<td>Quantitative Meth &amp; Anal in Ed. I</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
<tr>
<td>EPSF 8040</td>
<td>Cultural Studies in Education: Gender,</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
<tr>
<td>EPSF 8260</td>
<td>Sociology of Inner-City Children,</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
<tr>
<td>EPSF 8270</td>
<td>Philosophy of Education,</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
<tr>
<td>EPSF 8320</td>
<td>Politics and Policy in Education, and</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
<tr>
<td>EPSF 8340</td>
<td>History of American Education</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
</tbody>
</table>

The Department of Educational Policy Studies schedules EPRS 8530 Quantitative Methods & Analysis in Ed. I and all Social Foundations of Education courses, including EPSF 8040 Cultural Studies in Education: Gender, EPSF 8260 Sociology of Inner-City Children, EPSF 8270 Philosophy of Education, EPSF 8320 Politics and Policy in Education, and EPSF 8340 History of American Education. Students can contact this department at 404-413-8030 for the time and days the course will be offered. This course will not be listed on the CPS schedule. EPRS 7900 will be listed on the GoSolar Class Schedule under EPS/RESEARCH or EPS/SOCIAL FOUNDATIONS.

Please refer to the most recent list of course offerings for both the CPS department and the EPS department:
[http://education.gsu.edu(cps/2427.html](http://education.gsu.edu/cps/2427.html) Or [http://education.gsu.edu/eps/5926.html](http://education.gsu.edu/eps/5926.html)
## Program of Study

**Major:** School Counseling  
**Degree:** Specialist in Education  
**Student:** _______________________________  
**Panther ID:** _____________________________  

<table>
<thead>
<tr>
<th>Class</th>
<th>Prerequisite(s)</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 8450 Advanced Group Counseling (3)</td>
<td>CPS 7681 (Master’s School Counseling degree) and department approval</td>
<td>Fall (daytime, usually) and Spring (evening, usually)</td>
</tr>
<tr>
<td>CPS 8490 Current Trends/Ethics in School Counseling (3)</td>
<td>CPS 7681 (Master’s School Counseling degree)</td>
<td>SUMMER ONLY</td>
</tr>
<tr>
<td>CPS 8480 Supervision of School Counseling Services (3)</td>
<td>CPS 7681 (Master’s School Counseling degree)</td>
<td>Spring Only—cannot be guaranteed every spring; will be offered every other spring.</td>
</tr>
<tr>
<td>CPS 8661 Applied Practice II: School Counseling (3)</td>
<td>CPS 7681 (Master’s School Counseling degree)</td>
<td>FALL ONLY</td>
</tr>
<tr>
<td>EPRS 8530 Quantitative Methods &amp; Analysis in Ed. I (3)</td>
<td>EPRS 7900</td>
<td>Contact EPS Dept. 404-413-8030</td>
</tr>
</tbody>
</table>

Select One Course in Social Foundations from the following options:  
- EPSF 8040 Cultural Studies in Education: Gender,  
- EPSF 8260 Sociology of Inner-City Children,  
- EPSF 8270 Philosophy of Education,  
- EPSF 8320 Politics and Policy in Education,  
- EPSF 8340 History of American Education  

Contact EPS Dept. 404-413-8030  
Students should always confirm offering with the EPS department. In the past, the courses have generally been offered:  
- EPSF 8040: Odd spring semesters  
- EPSF 8260: spring semesters  
- EPSF 8270: fall and some summer semesters  
- EPSF 8320: fall semesters  
- EPSF 8340: even fall and odd spring semesters

**Electives:**  
- _____________________________ (3 hours)  
- _____________________________ (3 hours)  
- _____________________________ (3 hours)  
- _____________________________ (3 hours)  

- Students can choose electives that are 7000 level and above in programs from the College of Education or the Sociology, Psychology, or Anthropology Departments in College of Arts and Science (with the exception of Master’s level Applied Practice and Internship courses, such as CPS 7660, CPS 7661, CPS 7663, CPS 7680, CPS 7681, and CPS 7683 and Graduate Assistant Seminar courses, such as CPS 7975, ECE 7975, EPY 7975, etc.).  
- Courses taken before admittance into the Ed.S. program will not count toward the degree.  
- Courses required for the master's program cannot be used as duplicate credit for the Ed.S. program.  
- Students must complete a residency requirement to graduate from the Ed.S. program. Forms for the Residency requirement can be found in the bookcase in room 950 (CPS main office) or online at: [http://education.gsu.edu/oaa/docs/edsresidency.pdf](http://education.gsu.edu/oaa/docs/edsresidency.pdf)  
- The above description of coursework for this program is intended as an aid in planning your schedule, however, the official listing of required courses and electives can be found in the Georgia State University Graduate Catalog 2011-2012.
What is CPS 8810 Directed Readings?

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

- A Directed Reading Form must be completed and signed by the instructor, student, and the departmental chair and processed by the Office of Academic Assistance before registration is authorized for CPS 8810. Complete and submit the directed readings form well in advance to allow time for all signatures. This form is available in the CPS office student resource bookshelf (COE 950). Students should retrieve the form, and deliver the form to the instructor. OAA does not offer an electronic version of this form at this time—it must be retrieved from the CPS office student resource bookshelf (COE 950).

- 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 his/her approval, the chair’s approval and, finally, OAA’s approval.

- OAA will notify the student via PAWS/GoSOLAR of the directed readings approval/denial. If approved, OAA 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 OAA 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, plenty of time for OAA to authorize the student for the course, and plenty of time for the student to register for the course.

Contact info for OAA: http://education.gsu.edu/oaa/oaa_contact.htm

NOTE:
- A directed reading cannot be substituted for any course in the master’s or specialist (Ed.S.) 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.
## SCHOOL COUNSELING CERTIFICATION PROCESS CHECKLIST

Applying for Georgia certification in school counseling OR upgrading a current certification due to a newly earned degree (an EDS, for example) 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 the Office of Academic Assistance (OAA 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/oaa/3965.html](http://education.gsu.edu/oaa/3965.html)

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)


- [ ] 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](http://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 PSC Recommendation Form (from the application packet). Submit the PSC Recommendation Form to the GSU College of Education Office of Academic Assistance (Suite 300, College of Education Building, ATTN: Jamila McTizic). This form is used by PSC 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](http://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](http://www.GAPSC.com)

Please note that no person in the CPS department can complete your PSC forms. Always contact the Office of Academic Assistance (OAA): 404-413-8000 or in person, Suite 300 of the College of Education Building. Currently, the PSC certification official in GSU’s OAA is Jamila “Esha” McTizic, who can be reached at jmctizic@gsu.edu or her direct line: 404-413-8163.

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Course Descriptions

CPS 8450 ADVANCED GROUP COUNSELING 3.0
Advanced Group Counseling.
Prerequisites: CPS 7680 with a grade of “S” and CPS 7681 with a grade of “S”.
Current theories and recent innovations in group counseling and group dynamics are discussed. Course may extend beyond one term. A minimum grade of “C” is required for this course.

CPS 8480 SUPERV SCHOOL COUNS SERVICES 3.0
Supervision of School Counseling Services.
Prerequisite: CPS 7681 with a minimum grade of “S”.
This course develops the knowledge and skills necessary for the supervision of school counseling practice. Course may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course.

CPS 8490 CURRENT TRNDS/ETHICS SCH COUNS 3.0
Current Trends and Ethical Issues in School Counseling.
Prerequisite: CPS 7681 with a minimum grade of “S”.
This course is designed to provide students with the opportunity to research and study particular areas of interest in the practice of school counseling. A minimum grade of “C” is required for this course.

CPS 8661 APPL PRAC II:SCHOOL COUNSELING 3.0
Applied Practice II: School Counseling.
Prerequisite: CPS 7681 with a minimum grade of “S”.
Students engage in advanced work experience under supervision in a setting appropriate to the student’s professional objective in providing school counseling services. Practicum may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course.

EPRS 8530 QUANT METHODS & ANALYS IN ED I
Quantitative Methods and Analysis in Education I.
This is the introductory course in a sequence of three courses (including the core requirement EPRS 8530 and the elective courses EPRS 8540 and EPRS 8550) designed to provide theoretical and applied understandings of quantitative research. Fundamentals of research and hypothesis testing are taught and then built upon for instruction in experimental, quasi-experimental, and correlational designs along with the requisite statistical tools for analyzing data from these designs. In addition, skills are developed in the use of SPSS, reviewing research articles, and writing research papers.

EPSF 8040 CULTURAL STUDIES IN ED: GENDER
Cultural Studies in Education:
Gender. Students examine the sociocultural relationship between gender and education in U.S. society. Focuses on how schools teach about gender and the ways females and males respond to differing learning contexts.

**EPSF 8260  SOCIOLoGY INNER-CITY CHILDREN**
Sociology of Inner-City Children.
Students study problems facing culturally different children. Concepts, problem-solving procedures, and attitudes which aid constructive interaction between culturally different teachers and learners are explored.

**EPSF 8270  PHILOSOPHY OF EDUCATION**
Philosophy of Education.
Students study major philosophical writings, their relation to the roles of students and teachers, and their relation to the aims of schooling. Students develop philosophy positions and research a philosopher of their choice. Findings are presented to the class for discussion and analysis.

**EPSF 8320  POLITICS & POLICY IN EDUCATION**
Politics and Policy in Education.
Students study political and educational policy processes in relation to such problems as globalization and the nation-state, local and community development, social identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms.

**EPSF 8340  HISTORY OF AMERICAN EDUCATION**
History of American Education.
Students examine American educational thought and practice emphasizing developments in the nineteenth and twentieth centuries. Special attention is paid to recent works in the field which emphasize the social purpose and context of the U.S. public school.
Leadership and Scholarship Focused on Learning and Development
CPS 8661 Applied Practice II for School Counseling

Instructor:
College of Education
email:
fax:
Group Supervision: Mondays 4:30-7:00 p.m.

Texts: ASACA National Model
School Counselor Accountability: A Measure of Student Success

PURPOSE STATEMENT:
The goals, content and organization of this course are intended to support the Department of Counseling and Psychological Services Specialist Degree program theme: "Developing Professional Skills to Maximize Student's Potential for Learning" and the School Counseling program theme: "Using School Counseling Skills to Maximize Student's Potential for Learning."

This course is designed to provide advanced counseling and supervision experiences for the student seeking the specialist degree. Students will actively participate in action research which will make a significant contribution to the field of school counseling, both at the state and national levels.

OBJECTIVES:
1. Students will provide direct services to students, parents and teachers in the school setting. A log documenting 300 clock hours of counseling and supervision related experiences will be required.
2. Students will actively participate in an action research project. This project will consist of developing a research protocol, based on the ASCA National Model, to be used by professional school counselors at all levels.
3. Students will choose 3 personal and professional goals to master during the semester that will directly influence their ability to be an effective counselor. Students will decide on a method of measurement to determine if said goals are mastered during the quarter.
4. Students will read the required texts and be prepared to discuss these readings in large and small discussion groups.
5. Students will make available one audible audiotape to play during a large group discussion class meeting. This tape can be of an individual counseling session, small group counseling session, or parent or teacher consultation session. A completed tape critique form must accompany the playing of this tape.
7. Students will understand the socio-cultural/diversity issues as they relate to school counseling.
8. Students will use technology to maintain a semester log of tasks and hours.

COURSE REQUIREMENTS

1. Decide on three personal and three professional goals for yourself to be attained by the end of the quarter. Select a means of evaluation to measure mastery of goals.
Selection of goals and method of evaluation (see form)
Mastery of goals (write a short paragraph)

2. Read both texts.

3. Provide and document 300 hours of counseling services in a school setting. You will use the proposed template that the State will require in 2006. This will be given out in class.

4. Attend all supervisory meetings. Large group supervision dates:
   Peer group supervision dates: 4 times
   Complete peer supervision minutes

5. Bring one taped session with an individual student, parent, or teacher to play in large group supervision. Complete a tape critique form for this tape. (keep in mind all ethical and county requirements regarding taping)

6. ACTION RESEARCH PROJECT: Students will implement various accountability protocols following the ASCA National Model. Students will be required to: a) adapt the original template to the ASCA Guidance Curriculum Results Report template and make any necessary changes, b) implement the intervention, c) evaluate the effectiveness of the intervention based on the adapted template, d) complete the Guidance Curriculum Results Report, and e) evaluate the original lesson plans, include and explain the rationale for any adapted lesson plans, and describe process, lessons learned, and implications for your school counseling program. The finished product will be an easy to understand program evaluation manual to evaluate Academic, Personal/Social, and Career Preparedness interventions used when working with individual students, small groups of students, and in classroom guidance at the elementary, middle, and high school levels. The intent of this assignment is to produce a finished product that can be used by school counselors across the state.

EVALUATION

You will receive a grade of S (satisfactory) by satisfactorily completing each course requirement by the specified due date.

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<tbody>
<tr>
<td>Goals</td>
<td>30 pts.</td>
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<tr>
<td>Attendance and Participation</td>
<td>100 pts.</td>
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<tr>
<td>Tape and Critique</td>
<td>50 pts.</td>
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<td>Action Research Project</td>
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a) Table Adaptation 30 pts
b) Intervention Implementation 50 pts
c) Evaluation 50 pts
d) Table Completion 40 pts
e) Lesson Plan Evaluation and Implications Write up 30 pts

CPS 8661
Goals

Name________________________________________ Date________________

List 2 - 3 areas of personal growth you plan to work on during this semester. Be objective and specific. Also indicate how you will evaluate your progress.
1.

2.

3.

List 2-3 areas of professional growth you plan to work on during this semester. Be objective and specific. Also indicate how you will evaluate your progress
1.

2.
A brief description of mastery regarding these goals is due

CPS 8661
Tape Critique

Name________________________ Date________________________

Individual, parent, teacher, etc. ______________________________

Purpose of session
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Summary of session
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Counselor’s Strengths
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suggested Changes
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Facilitator_________________________
Members

CPS 8661 Applied Practice
Peer Supervision Minutes

Date:_________________ Time: _____________ Location:______________

Group Members:

Assigned Topic:________________________________________________________
Major points of discussion:

Other Topics discussed:__________________________________________________
Major points of discussion:

Tentative Schedule

Discuss course requirements
Sign up for tape supervision

Meet in Small Groups for Peer Supervision and Project Discussion
Large Group Supervision
Goals Write up Due

Meet in Small Group for Peer Supervision and Project Discussion

Large Group Supervision
Results Report template adaptation due
Tape______________________________

Meet in Small Group for Peer Supervision and Project Discussion

Large Group Supervision
Tape______________________________
Report status of Results Report and Semester Report

Meet in Small Group for Peer Supervision and Project Discussion

Large Group Supervision
Tape______________________________
Report Results, Semester Report, and mastery of goals Due
Student Frequently Asked Questions

1. **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](http://www.gsu.edu/registrar/calendars_and_exam_schedules.html)
   b. The schedule is posted on GoSolar or PAWS Onestopshop tab two weeks prior to the start of registration. You can log onto GoSolar or PAWS Onestopshop tab 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](http://www.gsu.edu/registrar/calendars_and_exam_schedules.html)

2. **What is a Course Authorization Form and when do I have to fill one out?**
   a. The Course Authorization Form is online here (3rd link): [http://education.gsu.edu/cps/809.html](http://education.gsu.edu/cps/809.html)
   b. It is used in three situations: if you are receiving an error message when you try to register, if you are registering for a class that is restricted or has prerequisites that you haven’t completed, or if you are trying to register for a class that is full. In all situations, fill out the form (include the class name and number, the CRN number, any error message) and submit it to Annette Johnson using the link above. For questions, email to Ms. Johnson at ajohnson@gsu.edu.
   c. Note: If a class is full (closed) or restricted, Ms. Johnson 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.

3. **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: [http://education.gsu.edu/oaa/3983.html](http://education.gsu.edu/oaa/3983.html)
      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 (http://education.gsu.edu/oaa/3985.html)

i. You must pay the reentry application fee.

ii. The admissions committee for your program MUST approve your reentry—it is not guaranteed that you will be readmitted or allowed to complete your program.

iii. You will be subjected to the CURRENT rules of your program at the time of reentry. If there has been a program change, you will have to complete the newest program requirements of that program, even if that involves repeating a course that has updated content.

4. I want to take a class that is not on the approved list of electives for my major. Is this possible?
   a. Yes, but you must receive approval before starting the course. Read the instructions and fill out a Petition for Waiver or Variance. This form can be found at http://education.gsu.edu/eps/docs/Petition_Form_Waiver.pdf
   b. Where the forms asks, "Policy, procedure, rule, or guideline:" you will state the rule that you wish to be waived. For example, you may put, “My program of study required that I select elective courses that are 7000-level or above from the college of education.” Where the forms asks, “Modification sought:" you will state what you specifically want. For example, you may put, “Allow GERO 8320 - Psychology of Aging to count as an approved elective towards my Ed.S. School Counseling degree program.” Do not forget, you are required to attach a statement of why this waiver should be granted. For example, this statement could explain how the specific course you are interested in applies to your later career interest in working with older adults.

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

GRA policies may be found at http://www2.gsu.edu/~wwwhre/employment/graduatetestudent.htm.

6. 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://www.gsu.edu/es/graduation.html (be sure you are looking at the deadlines for GRADUATE applications) and turn it in with the graduation fee. You may choose to participate in the ceremony or not. If you do, please visit the GSU Bookstore for information about cap, gown and hood. Your hood color is ordered by degree (M.Ed for school counselors) only – not by major.

6a. 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://www.gsu.edu/commencement/index.html 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.

6b. I have questions about the College of Education 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 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 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.
7. **What is the Ed.S. Residency Form?**

Students must complete a residency requirement to graduate from the Ed.S. program. The Department of Counseling and Psychological Services (CPS) intends for the residency requirement to serve as an integration of graduate education and professional experiences that extend beyond the required courses and practicum. The residency requirement should be consistent with the student’s area of interest and include all professional activities, other than program requirements, completed during the Ed.S. program. The residency requirement may include but is not limited to a) membership in professional organizations e.g. American Counseling Association, Licensed Professional Counselors Association, and Chi Sigma Iota, b) paid or volunteer experience in the practice of counseling, c) research related to counseling and, d) presentations at professional workshops or seminars.

Forms for the residency requirement can be found in the bookcase in room 950 (CPS main office) or here: [http://education.gsu.edu/oaa/docs/edsresidency.pdf](http://education.gsu.edu/oaa/docs/edsresidency.pdf). The form has two categories 1) activities and projects and, 2) attendance and/or presentations at professional meetings. Please make sure that each entry is placed in the category in which it is most appropriate and includes the name of the workshop or organization, the date(s) of attendance or membership, and the level of participation i.e. attendee or presenter.

Completed Ed.S. residency forms must be submitted to the School Counseling Program Coordinator by the end of the FIRST week of the semester in which a student anticipates graduating from the Ed.S. program. Approved forms will be signed and forwarded to the department chairperson for approval. Upon final approval by the department chair, the form will be forwarded to the Office of Academic Assistance (OAA) located on the 3rd floor of the College of Education (COE). If a form is denied approval by the department, the student will be notified by CPS personnel.

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

Any questions about the school counseling residency requirement or completion should be directed to the school counseling program coordinator.