STUDENT HANDBOOK

Valdosta State University
School Counseling Program
M.Ed
www.valdosta.edu/schc

2016-2017

Department of Psychology, Counseling, and Family Therapy
Valdosta State University
Valdosta, GA 31698

The Official Policy Guide of the School Counseling Program at Valdosta State University.

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INTRODUCTION

The faculty and staff wants to welcome all school counseling Masters and Ed. S. students to the school counseling program in the department of Psychology and Counseling at Valdosta State University. We are committed to helping make this educational experience positive and to increase your educational, personal, and professional growth. The faculty and staff wants to assist you in developing the skills and competencies needed to work effectively with the students in the K-12 school system. We also want to help you work toward your professional goals as a school counselor.

Mission Statements

Valdosta State University

As a comprehensive institution of the University System of Georgia, Valdosta State University (VSU) is a welcoming, aware, and vibrant community founded on and dedicated to serving our communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. As such, the VSU mission consists of three interrelated parts:

- **Student Mission:** To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.
- **University Mission:** To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders. To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.
- **Regional Mission:** To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

College of Education

The College of Education & Human Services shall define its purpose by maintaining a mission statement that meets the following criteria: relates to and supports the university's stated mission; accurately describes the unit and its characteristics; is developed with input from students, faculty, and administrators; is approved by the Executive Committee and faculty members; and is considered for revision every three years. The mission statement is the foundation upon which the College of Education & Human Services goals are developed.

The College of Education & Human Services provides quality instruction through offering comprehensive degree programs in the liberal arts, pre-professional, and professional service areas at the associate, baccalaureate, masters, specialist, and doctoral levels. In addition to a primary focus on preparing future teachers and other professionals, faculty members of the College of Education & Human Services also maintain a commitment to engage in the scholarly pursuits of research and service for the advancement and sharing of knowledge.

http://www.valdosta.edu/colleges/education/deans-office/

The Department of Psychology, Counseling, and Family Therapy

The Department of Psychology, Counseling, and Family Therapy serves the citizens of the region and state by offering instruction, research, and services designed to advance the understanding of behavioral and cognitive processes and to improve the quality of life. The principle function of the department is to prepare students at the undergraduate and graduate levels to pursue careers within the discipline and affiliated areas. A related purpose is to provide courses for programs in education, nursing and other disciplines. At the baccalaureate level, students develop basic skills in scientific research, knowledge of psychological nomenclature and concepts, and are introduced to the diverse applications of psychology. The graduate programs prepare students to apply skills in school, mental health agencies, government, industry and other settings. Training at the graduate level is designed to prepared qualified, responsible professionals who may provide assessment, consulting, counseling, and other services to the citizenry of the region.

School Counseling Program

The mission of the Valdosta State University School Counseling Program is to educate professionals who will be leaders in the school environment and who accept responsibility for removing barriers and offering equal access to services for all students. The main emphasis of the School Counseling Program is to train school counselors who function as leaders in a global society. Trained school counselors utilize data, advocacy, collaboration and consultation to provide academic, career, and personal/social

counseling and services to assist students from diverse backgrounds in achieving high levels of academic success and personal success.

The vision of the School Counseling Program is to educate and train school counselors dedicated to promoting success for all students by:

- developing and implementing comprehensive, developmental school counseling programs that will assess and meet academic, career, and psychosocial needs of all students;
- developing community partnerships that provide support to the school counseling program;
- facilitating communication between students, family, school professionals, and the community through teaming and collaboration;
- serving as leaders and role models for students as a means of promoting positive student contributions to the school and community;
- and working with teachers and other school personnel to create a learning environment that will provide students with the skills necessary for academic, career, and personal success in a rapidly changing and diverse society.

Objectives for School Counseling Program

Upon completion of the requirements for a School Counseling Program, school counseling students will be able to perform effectively in the following areas:

1. Provide leadership through the development and implementation of a comprehensive, developmental school counseling program aimed at promoting high standards for all students.
2. Integrate the school counseling program and its related interventions such as individual counseling and classroom guidance as integral parts of the school and community through the use of counseling and coordination.
3. Advocate for every student so that effective services and programs exist to address needs by race, ethnicity, gender, sexual orientation, disability, and socioeconomic status.
4. Provide consultation and collaborative efforts with school and community members to build teams for supporting student achievement.
5. Use data to assess, measure, and plan interventions for all students and for whole school planning to reduce and eliminate achievement gaps.

School Counseling Program Information (M.Ed.)

Program Information

The School Counseling Program is a CACREP accredited masters program that requires a minimum of 48 hours of course work. Students who have not taken a curriculum course will be required to complete a curriculum course. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course.

Course Requirements

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The Master's in School Counseling consists of 48 semester credit hours. The program is composed of a core of required courses and specialization courses relevant to school counseling. **Students should meet with their academic advisors before or during the first semester of course work to establish a degree plan. The advisor's and student's signatures are needed on the degree plan prior to it becoming part of the student's permanent record.** The degree plan is the student's contract with the department for completing the master's degree.

In order to successfully complete courses concentrating on clinical performance, students must demonstrate skills, which in the assessment of the course meet 80% of the expected level of performance. Internship and Practicum students receive a grade of "S" or "U". Students in these courses must achieve a grade of 80% or higher to receive an "S" indicating passage of the course.

Students who do not have a degree in teacher education are required to complete additional course work. The Professional Standards Commission, the accrediting commission for school counselors, requires that students complete a course that provides a broad overview of special education (SPEC3000). In addition, the school counseling program requires that students complete a curriculum course (CIED 7060). The required core courses, specialty courses, and competency courses are listed below.

Required Courses

Core courses

RSCH 7100 Research Methodology	3
PSYC 7030 Measurement and Evaluation	3
PSYC 8250 Developmental Psychology	3
SCHC 7400 Counseling Theory and Practice	3
SCHC 7450 Group Counseling	3
SCHC 7470 Counseling Culturally Diverse Populations	3
SCHC 7800 Orientation to Counseling As A Profession	2
SCHC 7820 Career Counseling	3
SCHC 7900 Prepracticum	3
Total	26 hours

School Counseling Specialty Courses

SCHC 7010 Comprehensive School Counseling		3
SCHC 7420 Counseling Children and Adolescents		3
SCHC 7830 Consultation and Advocacy in School Counseling		3
SCHC 7891 Practicum		3
SCHC 7991 School Counseling Internship I		3
SCHC 7992 School Counseling Internship II		3
LEAD 7210 Ethics and Law		1
PSYC 7020 Conditions of Learning		3
	Total	22 Hours
Total Semesters Hours in Degree Plan		48 Hours

State Requirements
SPEC 3000 (3) or equivalent
GACE Program Admission Assessment or exemption
Criminal Background Check

Competency Requirements for non-education majors
CIED 7060 (3) or equivalent

College of Education Requirements
Disposition Entry/Exit Survey
Program Disposition Entry/Mid-Point/Exit Survey

Certification Requirements
Graduation
Passing the GACE Content Assessment for School Counselors, Part 1 and Part 2

Course Sequence

Students beginning the school counseling program follow a sequence of courses that provides them with the knowledge and skills necessary to enter the practicum and internship experiences. In addition, the sequence allows students to complete the courses required to take the comprehensive examination prior to the final internship. It is imperative that students follow the established sequence and any deviation from the sequence must be noted in the degree plan.

Example Course Sequence: Full-Time Students

Summer Entry

Summer	SCHC 7400	SCHC 7800	RSCH 7100	
Fall	SCHC 7450	SCHC 7470	PSYC 8250	
Spring	SCHC 7010	SCHC 7820	PSYC 7030	
Summer	SCHC 7830	SCHC 7981	CIED 7060	
Fall	SCHC 7991	SCHC 7420	SPEC 3000	
Spring	SCHC 7992	PSYC 7020	LEAD 7210	

Comprehensive Examination: Fall 2

Fall Entry

Fall	SCHC 7400	SCHC 7420	SCHC 7800	RSCH 7100
Spring	SCHC 7010	SCHC 7900	PSYC 7030	
Summer	SCHC 7470	SCHC 7830	SCHC 7981	CIED 7060
Fall	SCHC 7420	SCHC 7450	SCHC 7991	PSYC 8250
Spring	SCHC 7992	PSYC 7020	LEAD 7210	SPEC 3000

Comprehensive Examination: Fall 2

Spring Entry

Spring	SCHC 7820	PSYC 7030	RSCH 7100	
Summer	SCHC 7400	SCHC 7800	LEAD 7210	CIED 7060
Fall	SCHC 7420	SCHC 7450	PSYC 8250	
Spring	SCHC 7010	SCHC 7900	PSYC 7020	
Summer	SCHC 7470	SCHC 7830	SCHC 7981	
Fall	SCHC 7991	SCHC 7992	SPEC 3000	

Comprehensive Examination: Summer 2

Course Syllabi

Some courses, such as the Practicum, will require individual supervision that may mean a return to campus in addition to the regular scheduled class day.

Copies of generic course syllabi are available on the school counseling website at www.valdosta.edu/school counseling. The syllabi are available for review by individuals interested in our counseling programs and by students already enrolled. The syllabi include descriptions of course content, rationale, objectives, previously required texts (texts are subject to change), supplementary readings, student performance, evaluation criteria and procedures for each course in the curriculum. Professors will follow the departmental syllabi for a given course, but each is free, according to the principle of academic freedom and his or her individual characteristics, to supplement and enrich a particular course.

Group Counseling Course Requirements

Students enrolled in Orientation to Counseling as a Profession (SCHC 7800) will be involved in a group counseling experience for a minimum of 10 hours per semester and are expected to engage in growth experiences that will include self-disclosure (CACREP F.6.h.).

Maximum Enrollment Hours

The maximum number of course hours a student may enroll in is **12 credit hours**. The recommended number of hours for a full-time student is 9 credit hours and six credit hours for a part-time student.

Field Experience

Field experience is an integral part of the School Counseling Program, requiring placement each semester the student is enrolled in school counseling courses throughout the student's program of study. Students must provide the instructor with completed field experience applications by the end of the second week of the semester. Each school counseling course the student is enrolled in will have a field experience component. Students **must** accumulate separate hours for each course they are enrolled in. Applications may be obtained from the instructor. Students must obtain liability insurance prior to beginning field experience. Applications for liability insurance through the Student Professional Association of Georgia Educators are located online at http://www.pageinc.org/?TeacherCandidates . A student may not begin counting hours for field experience until all forms have been completed and signed by all parties. All applications for Practicum and Internship must be submitted for Spring Semester by September 30, Fall Semester by May 31, and Summer Semester by March 15. You may not accumulate hours at any site until the site has been approved and all application materials are submitted.

Practicum

Practicum requires a minimum of 100 field experience hours in the school setting with 60 of these hours resulting from direct student contact. The practicum experience must be a minimum of ten weeks. Students may enroll in practicum after completing Counseling Theory/Practice (SCHC 7400), Introduction to Counseling as a Profession (SCHC 7800), Prepracticum (SCHC 7900), and Comprehensive School Counseling (SCHC 7010). Applications for practicum must be submitted and approved by the practicum committee prior to beginning the field placement. **Please note that a minimum of 100 hours at each school level (elementary, middle, and high school) must be acquired during practicum and internship.**

Internship

The Council for Accreditation for Counseling and Related Educational Programs (CACREP) is the accrediting body for counseling programs. According to CACREP, the school counseling internship occurs in a school counseling setting under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-3. The requirement includes 600 clock hours of internship with 240 of those hours being direct service clock hours. The school counseling program at Valdosta State University requires that students complete 300 direct contact hours, 150 hours per internship. Internships will occur over two semesters with the student working 20 hours per week at the school site. In addition, prior to enrolling in the second internship course, the student must pass the CPCE examination. Applications for internship must be submitted and approved by the internship committee the semester before beginning the field placement and hours cannot be counted until the site has been approved. **Thirty direct contact** hours of practicum and internship must be completed working with students with disabilities. **Fifty hours** of internship must be spent working with an administrator (principal or vice principal). At least100 of Practicum/Internship must be completed at each school level.

Faculty highly recommends that students should spend a minimum of 100 hours in a city school system and 100 hours in a county school system.

Field Experience Hours

Course	Number of Hours	Specific Contact Hours
SCHC 7450	50 hours	
SCHC 7800	20 hours	
SCHC 7820	30 hours	
SCHC 7900	30 hours	
SCHC 7981*	100 hours	60 Direct Contact
SCHC 7991*	300 hours	150 Direct Contact 50 Hours with Administrator
SCHC 7992*	300 hours	150 Direct Contact 30 Hours Special Education
* 100 hours must be completed at each school level during practicum and internship. * 30 direct contact hours during practicum and internship must be spent working with students with disabilities and 50 hours must be spent working with an administrator.		

Criminal Background Check

You will need to go to the Lowndes County Sheriff's office or Valdosta City Police or a law enforcement agency in the county you live in to complete a criminal background check prior to entering the schools for your first field experience. You need a criminal background check using the form titled, "Purpose Code W: Employment with Children Background Check". Once this form is completed, take it to the Advising Center in the College of Education and Human Services. Once the Advising Center has the background check, it will be indicated on the Teacher Education Page that a criminal background check was completed and the date it was completed.

Insurance

Students must have liability insurance prior to the first experience they have in the schools. Students are required to show evidence of professional liability insurance. Evidence is a copy of the insurance card or a letter from the company providing insurance stating that the student does have appropriate insurance. A copy of your insurance card needs to be taken to the Advising Center where they will place the insurance information on Teacher's Admission Page in Banner.

By the second meeting of any course requiring field experience, students must supply a copy of insurance verification to the university supervisor for their field experience file. If the information has been placed in Banner, the instructor can get the insurance information there. Many professional organizations (members only) and some private companies offer low rates for students. The American Counseling Association (ACA) and Student Professional Association of Georgia Educators (SPAGE) offer lower student rates for membership and liability insurance. Applications for SPAGE membership are available online at www.pagefoundation.org/spage/ and student liability insurance information for ACA can be found at www.counseling.org. The American School Counselor Association also provides insurance for students, http://www.schoolcounselor.org/

Faculty Expectations for Students

Academic

- Have an active presence in your classes
- Be prepared for class
- Complete class requirements
- Collaboration with students and faculty
- Maintain high standards for your academic performance

Professional

- Adhere to the ASCA, ACA, and other relevant ethical standards
- Maintain high standards for your professional performance
- Be involved in local, state, and national professional organizations to contribute to your professional growth and development
- Demonstrate professional dispositions (Appendix D)

Personal

- Be respectful to students and faculty
- Be involved in self-reflection that leads to personal growth
- Develop an awareness of self-care

Student Assessment

On-Going Student Evaluation

You will graduate under the requirements of the catalog that was in effect at the time you were admitted to the program. If catalog changes occur during your program, you may decide to follow the new guidelines or continue under the catalog that you entered under. This protects you from curricular changes that occur during the course of your enrollment in the program, and at the same time provides you with the opportunity to take advantage of the more current curricular requirements, should you choose to do so.

Students are assessed at various points during their program of study. These points include:

1. Admissions
2. Field experiences, practicum, and internship
3. Grades
4. Knowledge, skills, and dispositions evaluated each semester
5. Academic course evaluations
6. End of the year evaluations
7. Comprehensive examinations
8. Disposition Survey

The admission process is the first assessment. Once admitted to the program, student academic performance is assessed in each class and on the Counseling Preparation Comprehensive Examination (CPCE) that is used as a comprehensive examination that all students must pass to graduate. Students are also evaluated through observation during all field experiences. Students are evaluated by their site supervisors during

practicum/internship and meet with the faculty supervisors during the final site visit to discuss the evaluation.

Students are evaluated through their grades. Students receiving less than a "B" in a course receive a notice from the Graduate School indicating that the grade in the class is less than desirable and the deficiency points assigned. Faculty also conducts an annual evaluation of student performance. During spring advisement, the student's advisor will provide the student with a summary of his or her performance that includes: grades, a summary of faculty evaluations, summary of field experience evaluations, and student's strengths and weaknesses. Using this information the advisor will help the student to establish goals that will address areas that need improvement.

In addition, there are Key Performance Indicators that associate with program objectives (Appendix F). Key Performance Indicators are outcome standards that are assessed at multiple points to measure the degree to which the program is meeting stated objectives. . The table below indicates the program objective, associated Key Performance Indicator, assessment points, and assignment that will assess the indicator. Key Performance indicates are in Appendix E.

Comprehensive Examination
Students pass the Counselor Preparation Comprehensive Examination (CPCE). The examination tests the students over the eight core areas established by CACREP: Human Growth and Development (PSYC 8250), Professional Identity (SCHC 7800), Social and Cultural Foundations (SCHC 7470), the Helping Relationship (SCHC 7400 and SCHC 7900), Career Counseling (SCHC 7820), Group Counseling (SCHC 7450), Assessment (PSYC 7030), and Research and Program Evaluation SCHC 7010 and PSCHC 7100).

Students must complete the following courses before taking the examination:

- PSYC 8250 Human Growth and Development;
- PSYC 7030 Tests and Measurement;
- SCHC 7800 Orientation to Counseling as a Profession;
- SCHC 7400 Theory and Practice of Counseling;
- SCHC 7900 Counseling Techniques;
- SCHC 7820 Career Counseling;
- SCHC 7450 Group Counseling;
- RSCH 7100 Educational Research.

Students must pass the examination prior to beginning of internship II.

GACE Content Test I and II for School Counselors
Georgia requires that all students pass the GACE Content Assessment in School Counseling Parts 1 and II. Please talk with your advisor about the best time to take this assessment.

Matriculation

The goals of matriculation are to ensure that students complete their college courses, persist to the next academic term, and achieve their educational objectives.

Admission to the Program
Students must meet admission requirements, including passing or exempting the GACE Program Admission Assessment. The requirements for admission to the M.Ed. in School Counseling can be found at: https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-school-counseling.php

Orientation
Each student must attend an orientation session that explains the components of the school counseling program. Students will receive a handbook at the orientation session that addresses important components of the program.

EDUC 5999
A satisfactory grade in EDUC 5999 is required the first semester the student is enrolled in the school counseling program. EDUC 5999 is a non-credit class that requires the student to submit documents and surveys to the College of Education and Human Services and School Counseling Program through Livetext.

Grade Point Average (GPA)
Students must maintain a 3.0 GPA to remain in the school counseling program. Any student that has three deficiency points will be dismissed from the school counseling program. A grade of C will result in one deficiency point, a grade of D is two deficiency points, and a grade of F is 3 deficiency points. Any student that is dismissed from the school counseling program cannot reapply to the program for two semesters. Please see the retention policy for further information.

Practicum and Internship
Students must complete 100 hours at a practicum site and 600 at internship sites. During practicum and internship, students must complete 100 hours at each school level.

Comprehensive Examination
Students must pass the comprehensive examination prior to beginning Internship II.

Competency Requirements
Satisfactory completion of any competency requirements. SPEC 3000 is required by the Professional Standards Commission for certification as a school counselor in Georgia. Non-education majors are required to complete a curriculum class, CIED 7060.

Annual Evaluation
A satisfactory annual review. Faculty review student's knowledge, skills, and dispositions throughout the year and provide an annual review to each student during spring semester.

Submission of a Conference Proposal
Students will submit a presentation proposal to a local, state, regional, or national conference. The proposal will be submitted following SCHC 7010 using the information from the paper developed in that class.

Graduation

Requirements

- Satisfactory completion of required coursework
- Minimum 3.0 GPA
- Passing comprehensive examinations
- Completion of Dispositions Survey (Entry and Exit)
- Completing competency requirements as required

Application Process
One semester before graduation:

- Advisor provides students with the Program of Study one semester prior to graduation
- Students review and sign program of study and give it back to your advisor
- Advisor gets appropriate signatures on the Program of Study
- Students complete and sign the graduation application
- Advisor completes Section ? of the graduation application and signs
- Pay graduation fee
- Take graduation application, signed program of study, and fee receipt to the registrar the semester prior to graduation

School Certification Requirements/Process

Valdosta State University must recommend to the Professional Standards Commission (PSC) all students seeking to be certified as school counselors that are graduating from the M.Ed. in School Counseling Program at Valdosta State University. The Professional Standards Commission certifies school counselors in the state of Georgia

To become a certified school counselor in Georgia students must do the following:

- Graduate from a school counseling program that is approved by the PSC
- A score of 250 on the GACE School Counselor Content Assessment Parts I and II is needed for certification
- PSC Rule 505-2-.24 requires a FBI background check (**fingerprint**) and a Georgia criminal history check is required
- Recommendation by Valdosta State University

    - Valdosta State University requires that each student submit a certification application, affidavit of lawful presence, and official transcripts from institutions attended except for VSU.
- Recommendation by the school that is employing the candidate

Policies

Student Recruitment Policy

The policy of the School Counseling program mirrors that of the Valdosta State University.

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for employment by the institution based on the sex, race, religion, color, national origin, handicap, sexual orientation, or veteran status of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

The School Counseling Program at Valdosta State University is committed to providing equality of educational opportunities for all students. The Program does not discriminate against students based on race, color, national origin, religion, sex, and/or handicap of the individual. It is Program policy to recruit qualified faculty, students, and staff from diverse backgrounds, experiences, and cultural influences who are representative of the area served by Valdosta State University. The faculty strongly believes that the program is enhanced by culturally diverse students and focuses on developing school counseling professionals that are prepared to work in a diverse society.

Graduate Retention Policy

The faculty members of a regional university have the duty and responsibility to provide the public with ethical and competent practitioners. Toward these goals, the university adopts selective admissions and retention policies. The delivery of psychological services, especially of a clinical nature, in schools, mental health settings, and organizations requires the practitioner to meet both academic and professional standards of competence. Accordingly, the faculty of the Department of Psychology, Counseling, and Family Therapy has adopted the following requirements that students must follow in order to graduate from one of the department's graduate programs.

Academic Progress

Academic progress is determined based on grades in the program of study for the program for which the student is currently enrolled, as well as performance on comprehensive examinations as required by the specific program. No grade below a "C" will be credited toward a graduate degree from the Department of Psychology, Counseling, and Family Therapy. Students will be dismissed from the program if they accumulate 3 or more academic deficiency points. A grade of "C," while credited toward the degree will result in one deficiency point. A grade of "D" is two deficiency points; a

grade of "F" or "U" is 3 deficiency points. Students must have a grade point average of at least 3.0 in the departmental program of study to graduate.

If a student wishes to withdraw from a class with a grade of "WP," it is the student's responsibility to initiate and complete the withdrawal process prior to the midterm deadline. "WP" grades do not affect academic deficiency points or grade point average.

The Graduate School of Valdosta State University stipulates that all coursework must be completed within a seven-year period. Under extenuating circumstances, a one-time extension may be granted by the Dean of the Graduate School. Procedures for such appeals are described in the Graduate Catalog.

Comprehensive Examinations

A student must successfully pass comprehensive examinations after having taken the appropriate coursework in order to continue course work or practicum/internships requirements. Following the second failed attempt to pass comprehensive examinations, the faculty will review the student's file to determine whether the student will be given a third opportunity to pass and how remediation may assist the student in passing, or may recommend that the student be withdrawn from the program. Following the second failure to pass the examination, program faculty will meet with the student and review exam performances to determine specific areas of difficulty. Remediation activities may include retaking coursework in which the student has demonstrated significant deficiencies on the examinations. If students refuse to undergo remediation as recommended by the faculty, the program faculty may recommend the student be removed from the program. Students may appeal all decisions as set forth in the graduate handbook.

Professional/Personal Standards of Competence

Commensurate with current legal requirements and professional standards and practices, individuals providing psychological services must exhibit appropriate personal and professional adjustment as they relate to their professional competence (e.g., American Psychological Association's Ethical Code; American Counseling Association standard F.3, Council for the Accreditation of Counseling and related Education Programs Section II, F, and National Association of School Psychologist accreditation standards). Based on the professional evaluations of the program's faculty, students who do not exhibit consistent patterns of such adjustment will be advised to take remedial actions, particularly if professional performance becomes impaired. If not remediated they will not be recommended for graduation and/or licensure/certification.

Any faculty member with concerns about a student's personal and professional adjustment should first discuss such concerns informally with the student. The faculty member should document details of any such informal contact. Should concerns warrant a more formal review, the faculty member may initiate a review by submitting a written letter to the student's advisor, the program coordinator, and the department head. The initiating faculty member will bring his/her concerns to the meeting with the advisor, department head, and program coordinator. If the resolution of such a meeting warrants continued action, the department head will issue an informative letter to the student that will include a copy of the letter written by the initiating faculty member, in order to

inform the student that such a review process is being initiated. The student shall be permitted an opportunity to meet with the program faculty. The faculty will decide upon the course of action best suited for the individual student's case, potentially including but not limited to: no action, remediation, or dismissal from the program. The student will be given at least one opportunity to remediate any faculty concerns prior to dismissal from the program. One term following any recommendation and/or remediation, the faculty will meet again with the student to discuss the effects of remediation and again review the student's progress. Faculty will assist any student dismissed from the program in transitioning out of the program, and if possible, into a more appropriate area of study.

Specific areas warranting such a review include but are not limited to: professional ethical concerns, professional deportment, academic misconduct, and personal adjustment issues such as emotional disturbance that interferes with the ability to competently perform professional duties, impairment of professional skills due to personal difficulties, and culturally insensitive and/or harassing behavior.

Appeals

Students may accept or reject any remediation suggestions, with consequences spelled out in the written summary given to the student. Students should respond in writing within 14 days following receipt of the written summary of faculty recommendations. Students may appeal the decision of remediation or dismissal for academic reasons, repeated failure of comprehensive examinations, or professional/personal standards of competence, by submitting a written request for an appeal to the head of the department. Such a request for appeal should include copies of all relevant written correspondence exchanged during this process. It is the responsibility of the department head to present the request for appeal to the appropriate administrative personnel for review.

Summary of Steps in Process for Nonacademic Remediation or Removal

1. Faculty member has concerns about student's ability to engage in unimpaired professional practice due to personal adjustment difficulties or similar factor. Faculty member attempts to address such concerns in an informal meeting with student, and documents details of meeting.
2. If a more formal review becomes necessary, faculty member should thoroughly document concerns about student's potential impairment and present them to department head, student's advisor, and program coordinator.
3. Faculty member, advisor, program coordinator, and department head meet to review documented concerns and discuss whether it is necessary to address these concerns with the student.
4. If necessary to proceed, the department head issues an informative letter to the student (including the original letter written by the initiating faculty member) explaining that a review process is underway and inviting the student to meet with program faculty.
5. The program faculty will discuss their concerns with the student and agree upon recommendations for remediation.
6. The student is given one term to attempt to remediate difficulties.
7. Following the term, the program faculty will again meet with the student to review progress and decide whether further remediation is needed and/or whether removal from the program must be considered.

8. Faculty will assist any student dismissed from the program in transitioning out of the program, and if possible, into a more appropriate area of study.
9. Students may appeal decisions at any step through submission to the department head of a letter stating the grounds of appeal, and including copies of all relevant written correspondence. The process for appeals is outlined in the Graduate Catalog.

Grade Appeal Policy

The appeals process is initiated by, first, informally discussing the issue with the instructor responsible for the grade assigned (see VSU Grade Appeal form for possible grounds for an appeal). If the matter is not resolved, the student should complete a VSU Grade Appeal Form and present it to the instructor. If the matter is not resolved, the appeal shall continue as follows (see Grade Appeal Form in **Appendix C**):

- Instructor's Department Head
- Dean of the College—Appeals are remanded to the Graduate and Advanced Educator Preparation Program Appeals Committee for recommendation

NOTE: All grade appeals must be initiated within **30 working days** after the registrar's office has posted final grades

Endorsement Policy

Section F, Item 6.d of the ACA Code of Ethics (2014) states, "Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement."

Each graduate of the School Counseling Program is endorsed upon being graduated from their respective programs as having met certain academic and clinical standards and therefore, prepared for entry level positions within his or her chosen area of specialty. The department will not endorse a student in any program for which they believe the student is not qualified

Any student can obtain a copy of the endorsement statement for the School Counseling Program from the School Counseling Program Coordinator.

Student Responsibility Statement

The mission of the Valdosta State University School Counseling Program is to educate professionals who will be leaders in the school environment and who accept responsibility for removing barriers and offering equal access to services for all students. The main emphasis of the School Counseling Program is to train school counselors to provide academic, career, and personal/social counseling and services to assist students from diverse backgrounds in achieving high levels of academic success.

Upon being admitted to the School Counseling Program, I agree to:

1. read and abide by the ethical standards of the American Counseling Association, and other appropriate professional associations.
2. maintain a professional attitude and decorum while in the program by:
    a. maintaining the highest standards of honesty, respect, and integrity in my work and relationships with others;
    b. maintaining confidentiality with my clients and groups with whom I work;
    c. attending all class meetings, and scheduled appointments;
    d. being on time to all classes, meetings, and appointments;
    e. participating in class discussions and activities; and
    f. completing all assignments on time and according to the standards set.
3. understand that a criminal background check will be completed and could result in termination from the School Counseling Program.
6. complete the School Counseling Program within seven years of my start date or I will have to take classes over.
7. understand that I if choose to leave the school counseling program, then choose to return to the program at a later date, I must complete the program requirements under the guidelines of the graduate catalog I am readmitted under.

I have read the mission statement and student responsibility statement of the Valdosta State University's School Counseling Program and I am committed to implementing the mission statement, responsibilities, and standards upon which the program is based.

_____ _____

Student Signature Date

Professionalism

Professionalism is operationally defined as: students are to maintain decorum of the highest standards expected of professional school counselors. Specific examples where these standards are not met and where deductions may be taken from a final course grade are: absences from class/missing work, late to class/late to work, disrespectful behavior toward person in authority/your site supervisor or toward other students/co-workers, incomplete work/not finishing your job, work that is turned in late/work that missed deadlines, doing work for other courses while in this class/doing other jobs or personal work, not using appropriate netiquette, and any other behavior that would compromise professionalism of the student/professional person that is observed by the instructor.

Professionalism at a school site requires that the student be flexible and meet the schedule set forth by the school counselor at the site. Students should dress in an appropriate manner when participating in any field experience. Appropriate clothing that is not revealing and mirrors the attire worn by others in the school system should be worn.

Professionalism would indicate that school counseling students should not engage in any contact with public school students that involves social media, texting or their personal cell phones. The school counseling student should not "friend" public school students, follow them on twitter, text them from your personal cell phone, or engage in any other behavior involving social media that might not be seen as professional.

Professional Organizations

Professional organizations are vital to any profession. Such organizations foster standards, ethical principles, research, accreditation, and governance. Students are encouraged to join appropriate professional organizations. Most professional counseling organizations offer lowered rates for student membership. Examples of appropriate organizations include:

American Counseling Association (www.counseling.org),
American School Counselors Association (www.schoolcounselor.org),
Georgia School Counselors Association (www.gaschoolcounselors.org),
American Association of Specialists in Group Work (www.asgw.org).
Georgia Professional Standards Commission (www.gapsc.com),
Georgia Composite Board of Professional Counselors
(http://www.sos.state.ga.us/plb/counselors/
National Board of Certified Counselors (www.nbcc.org)
Student Professional Association of Georgia Educators (www.pagefoundation.org/spage/)
National Career Development Association (www.ncda.org)
Multicultural Counseling and Development Association
(http://www.bgsu.edu/colleges/edhd/programs/AMCD/HomePage.html)

Students Involvement in Professional Organizations

Students can be involved in professional organizations through:

- Membership in organization
- Advocacy activities
- Volunteering
- Graduate mentoring
- Listservs
- Connecting through social media
- Attending and/or presenting at regional, state, or national conferences/meetings

Chi Sigma Iota International Honor Society

In Spring, 2010, Valdosta State University Psychology and Counseling Department founded the Gamma Nu Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society. Chi Sigma Iota (CSI) has initiated over 68,000 professionals and professionals-in-training worldwide and currently has over 12,500 active members among over 263 campus based chapters in this country and abroad. As a result, members of Valdosta State University School Counseling Program are recognized by and affiliated with one of the largest counseling organizations in the world. The sole mission of Chi Sigma Iota is to recognize and promote excellence in the profession of counseling.

Membership in Chi Sigma Iota, as specified in the Bylaws, is open to both students and graduates of counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counseling program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. Faculty, alumni, and professional members shall have met the overall G.P.A. requirement as graduates of a counseling programs and be recommended to CSI by the chapter. The primary identity of these persons shall be as professional counselors including evidence of a state or national credential as a professional counselor. Individuals invited to membership by the Gamma Nu Chapter may complete the New Member Application, Membership invitations and an initiation ceremony will take place once per year. The Chapter Faculty Advisor or appropriate chapter officer (e.g., President, Treasurer, or Membership Chair) should be notified that the application has been submitted.

Student may visit www.csi-net.org to (a) learn more about CSI and its many activities; (b) read past issues of the Society publication, the Exemplar; (c) learn about criteria for grants, awards and fellowships; (d) review CSI accomplishments and advocacy activities for professional counselors; or (e) view available graduation regalia, member clothing and jewelry, and much more!

Campus Services

Counseling Center

The Valdosta State University Counseling Center provides personal counseling to all students so desiring these services, free of charge. The Counseling Center is open 8:00 a.m. to 5:30 p.m., Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday. In addition to scheduled counseling sessions, counselors are available to assist with crisis

situations. If a crisis situation arises after typical business hours, the Counseling Center staff may be accessed through the University Police, the Infirmary, or Residence Hall Directors. The Counseling Center, accredited by the International Association of Counseling Services, Inc., is located on the grounds of the main campus.

Counseling Center professional staff members include a director, assistant director, and a training coordinator, two counselors. The director holds a terminal degree in counseling psychology and the LPC credential. The assistant director has a degree in mental health counseling and is an LPC. The training coordinator holds a terminal degree in counseling psychology. One of the full-time counselors has a master's degree in marriage and family therapy. The other two counselors are Licensed Associate Professional Counselors with master's degrees in psychology and mental health counseling

A variety of services are provided through the VSU Counseling Center. These services include:

- Individual Personal Counseling
- Crisis Intervention
- Group Counseling
- ADHD Screening
- Educational Counseling
- Consultation and Referral
- Seminars and Workshops
- Outreach Activities
- Alcohol and Drug Education

Financial Aid

The Office of Financial is dedicated to helping students and parents obtain the financial aid necessary to pay for a college education at Valdosta State University. There are many forms of financial aid including grants, loans, and scholarships are available through our office to help pay for educational expenses. The Office of Financial Aid should be your first stop if you are looking for information on aid eligibility, loans, or the FAFSA (Free Application for Federal Student Aid). The website for the Office of Financial Aid is http://www.valdosta.edu/admissions/financial-aid/

Office of Career Opportunities

The Office of Career Opportunities provides career counseling to students. In addition, the Office provides virtual career advising, career development information, and career fairs. All students can access the services provided by Career Opportunities. The website for the Office of Career Opportunities is http://www.valdosta.edu/student/student-services/career-services/.

Family Works Clinic

The Marriage and Family Therapy program also offers counseling to students at the FamilyWorks Clinic. The Family Works clinic provides brief therapy to individual students, families, and couples in the region. The website for the FamilyWorks Clinic is http://www.valdosta.edu/colleges/education/marriage-family-therapy/familyworks/ .

Benefits of CACREP Accreditation

Accredited Programs provide the following to students:

- recognition that the program has been evaluated and meets or exceeds national standards
- knowledge that the graduate has met prerequisites for credentialing and is ready for entry into professional practice
- understanding that the focus of the program will be on professional counseling, not psychology, education or other helping professions (www.cacrep.org)
- students may take the National Counseling exam prior to graduation

Appendix A
Degree Plan/ Program of Study

Degree Plan
School Counseling Program

CACREP Core Courses

RSCH 7100 Research Methodology	3
PSYC 7030 Measurement and Evaluation	3
PSYC 8250 Developmental Psychology	3
SCHC 7400 Counseling Theory and Practice	3
SCHC 7450 Group Counseling	3
SCHC 7470 Counseling Culturally Diverse Populations	3
SCHC 7800 Orientation to Counseling as a Profession	2
SCHC 7820 Career Counseling	3
SCHC 7900 Prepracticum	3
Total	23 hours

School Counseling Specialty Courses

SCHC 7010 Comprehensive School Counseling	3
SCHC 7420 Counseling Children and Adolescents	3
SCHC 7830 Consultation and Advocacy in School Counseling	3
SCHC 7981 Practicum	3
SCHC 7991 School Counseling Internship I	3
SCHC 7992 School Counseling Internship II	3
LEAD 7210 Ethics and Law	1
PSYC 7020 Conditions of Learning	3
EDUC 5999	0
Total	25 Hours
Total Semesters Hours in Degree Plan	48 Hours

Required Competencies:
CIED 7060 or equivalent: _____ SPEC 3000 or equivalent: _____

Program Required Assessments:
Completed Comprehensive Examination: _____

College of Education and Human Services Requirements:
COE Disposition Entry Survey _____ COE Disposition Exit Survey _____

State Certification Requirements
Pass or exempt GACE Program Admission Assessment _____
GACE School Counseling Content Test I and II _____

Student Signature:_____Date:_____

Advisor Signature:_____Date:_____

Program of Study
Valdosta State University
Department of Psychology and Counseling

Degree: M.Ed. **Major:** School Counseling **Date**:
Student Name: **Student Number:**

Comprehensive Examination Passed: Entered Under Catalog Year:

Courses	Grade	Semester Taken or **To be taken**	How credit was received*
PSYC 7020			On
PSYC 7030			On
PSYC 8250			On
SCHC 7400			On
SCHC 7420			On
SCHC 7450			On
SCHC 7470			On
SCHC 7800			On
SCHC 7820			On
SCHC 7830			On
SCHC 7900			On
SCHC 7010			On
SCHC 7981			On
SCHC 7991			On
SCHC 7992			On
RSCH 7100			On
LEAD 7210			On
EDUC 5999			

SPEC 3000 _____
CIED 7060 _____

_____ _____
Student **Supervisory Committee**

_____ _____
Major Professor **Department Head**

_____
Dean, Graduate School

Appendix B

Practicum and Internship Documents

Practicum and Internship Application: SCHC 7891/7991/7992
M.Ed. School Counseling

Student Information

Name_____ Date_____

Student ID Number _____

Email Address_____

Telephone number (h)_____ (w)_____

Faculty Supervisor_____ Advisor_____

Proof of liability insurance_____ Number of hours to be completed _____

Semester/ Year of enrollment_____

Site Information
Practicum Site_____

Site Address_____

School Level _____

Supervisor Information

On-site Supervisor_____ Telephone number _____

Email Address_____ Certification Number _____

Highest degree_____ Type of Certification_____

Years of Experience in School Counseling_____

This site is approved for the _____semester **only**.

Signature of Student_____ Signature of Faculty Advisor_____

Students may not count hours on-site until this form and the practicum/internship Memorandum of Understanding are signed and submitted to the course instructor.

Memorandum of Understanding
SCHC 7981 ___SCHC 7991___ SCHC 7992 ___

This agreement is made this_____day of_____by and between _____(hereinafter referred to as the SCHOOL) and Valdosta State University (hereinafter referred to as the UNIVERSITY). This agreement will be effective for a period from_____to _____ for student_____. The student will complete _____ hours of Internship at this site.

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of school counseling.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses and the practicum experience.

2. Designating a qualified faculty member as the internship supervisor who will work with the SCHOOL in coordinating the internship experience.

3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.

4. Advising the student that he/she should have adequate liability insurance.

The SCHOOL shall be responsible for the following:

1. Providing the intern with an overall orientation to the agency's specific services necessary for the implementation of the internship experience.

2. Designating a qualified staff member to function as supervising counselor for the intern. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the intern to engage in a variety of counseling activities under supervision, and for evaluating the intern's performance.

3. The site supervisor will provide one hour per week of individual supervision to practicum/internship students.

4. Please check the activities the student will be involved in:

____Individual Counseling	____Group Counseling
____Classroom Guidance	____Testing and Assessment
____Consultation	____Conferences/Staffing
____In-service Training	____Research/Program Evaluation
____Program Coordination	____ Other (Please Explain)

5. Please check the school level the student will be working at:

____Elementary School
____Middle School
____High School

Equal Opportunity:

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethic, origin, age, sex, or creed.

Termination:

It is understood and agreed by and between the parties hereto that the SCHOOL has the right to terminate the internship experience of the student if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the school and/or to students. Such action will not be taken until the grievance against any intern has been discussed with the intern and university officials.

The University has the right to terminate the use of the school if, as determined by the faculty supervisor, the intern is not provided the experiences necessary to meet course objectives. The University has the right to terminate the internship experience if the intern is not receiving appropriate supervision. Such action will not be taken until the grievance against the school has been discussed with the intern, school and university officials.

The printed names of the responsible individuals at the two institutions charged with the implementations of the contract are as follows:

_____	_____
Print Name of University Supervisor	Print Name of School Site Supervisor

The parties agree to the above stipulations as indicated by their signature below.

_____	_____
Student	Date
_____	_____
Site Supervisor	Date
_____	_____
University Supervisor	Date
_____	_____
Principal	Date

EVALUATION OF PRACTICUM/INTERNSHIP STUDENT

Student's Name:_____ **Semester:** _____ **Year:**_____

Supervisor's Name:_____ **Supervisors Signature:**_____

School Site: _____

Course: _____SCHC 7981 _____SCHC 7991 _____SCHC 7992

SUPERVISOR: Please rate this student's performance in the internship. You response will be considered in assigning a grade for work performance in the field. As you evaluate your trainee, bear in mind the individual's developmental level. For example, is this student a student completing the first 300 internship hours only, completing the second 300 hours of internship, or completing all 600 hours in one semester?

Performance Area	**Superior**	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
Clinical Supervision						
Demonstrates ability to work well with others						
Demonstrates rapport with students and others						
Shows acceptance of supervision/constructive feedback						
Considers atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency when designing and implementing prevention and intervention plans for students						
Demonstrates an ability to demonstrate counseling effectiveness (e.g. change in student behavior, affect, academics)						
Shows an understanding of developmental stages of school-aged youth						
Provides individual counseling to promote the academic, career, and personal/social development of students						
Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities						
Designs and conducts programs designed to enhance student academic development						
Uses peer helping strategies in the school counseling program						
Provides group counseling and classroom guidance to promote the academic, career, and personal/social development of students						

Performance Level	Superior	Very Good	Good	Fair	Poor	N/A
Clinical Supervision						
Advocates for learning and academic experiences necessary to promote the academic, career and personal/social development of students						
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school						
Implements developmentally appropriate classroom management strategies						
Engages parents, guardians, and families to promote the academic, career, and personal/social development of students						
Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children						
Consults with teachers, staff and community-based organizations to promote student academic, career, and personal/social development						
Plans and presents school-counseling related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)						
Locates resources in the community that can be used in the school to improve student achievement and success						
Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration						
Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families						
Demonstrates the ability to apply and adhere to ethical and legal standards in education and school counseling.						
Performance Level	**Superior**	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
ADMINISTRATIVE SUPERVISION						
Demonstrates Attendance/Punctuality						
Shows Attentiveness						
Exhibits a Working Relationship with Staff						
Reveals Organizational/Administrative Skills						
Demonstrates Ability to Learn						
Demonstrates Initiative and Motivation in Seeking Out Counseling Activities						

Performance Level	Superior	Very Good	Good	Fair	Poor	N/A
Demonstrates autonomy in planning, implementing and evaluating activities						
Demonstrates ability to collect data to reveal daily activities and counseling effectiveness						
Exhibits age-appropriate classroom management						
Performance Level	**Superior**	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
Dispositions						
Self-Awareness, as demonstrated by: • Integrity • Humility • Self-reflection/exploration • Understanding of own place in history of site and profession						
Integrity as demonstrated by: • Personal responsibility • Personal integrity • Personal maturity • Honesty • Courage • Congruence						
Commitment as demonstrated by: • Investment • Counselor identity • Advocacy • Professional excellence • Civic engagement • Scholar/practitioner • Collaboration • Interpersonal Competence						
Openness, as demonstrated by: • Openness to ideas, learning and change • Openness to give and receive feedback • Openness to growth • Self-development • Openness to others • Understand micro/macro perspective • Interpersonal communication						
Respect, as demonstrated by: • Perceives and honors diversity • Self-care • Wellness						
Performance Area	**Superior**	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**

GOALS ATTAINMENT*						
Goal 1: Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations						
Goal 2:						
Goal 3:						

*Add more goals as indicated on the contract if necessary

1. List the student's primary strengths and areas of progress.

_____

_____

_____

2. List the student's primary limitations and areas needing improvement.

_____

_____

_____

3. Recommendations and suggested experiences concerning future practica or internships.

_____

_____

_____

Supervisor's Signature:_____ Date:_____

I have reviewed this evaluation and agree with the assessment.

Intern's Signature:_____ Date: _____

OR

I have reviewed the evaluation with my supervisor and I am submitting an addendum to this evaluation to explain concerns indicated by my supervisor in which I do not agree.

Signature of Intern:_____ Date:_____

Faculty Supervisor:_____
Date:_____

PRACTICUM/INTERN EVALUATION OF SITE SUPERVISOR

Semester/Year: _____

Student: _____

Site: _____

Performance Area: My site supervisor	Strongly Disagree		Somewhat Agree	Strongly Agree		N/A
1.Provides me with useful feedback regarding skills	1	2	3	4	5	6
2. Helps me understand the school setting	1	2	3	4	5	6
3.Provides me with specific advice in areas I need work on	1	2	3	4	5	6
4.Addresses my personal concerns as a counselor	1	2	3	4	5	6
5. Teaches me new alternative counseling strategies that I can use with my counselees.	1	2	3	4	5	6
6. Helps me realize how counseling behavior influences relationships	1	2	3	4	5	6
7.Uses time for appropriate supervision	1	2	3	4	5	6
8. Discusses my strengths and qualities	1	2	3	4	5	6
9. Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations	1	2	3	4	5	6
10. Provides time for me to explain the reasons I chose particular counseling techniques.	1	2	3	4	5	6
11. Makes me feel accepted and respected as a person	1	2	3	4	5	6
12. Deals appropriately with my feelings/ thoughts in counseling sessions	1	2	3	4	5	6
13. Helps me to assess my own counseling behavior.	1	2	3	4	5	6
14. Is competent and understands the supervision process	1	2	3	4	5	6
15. Is helpful with test administration and interpretation	1	2	3	4	5	6
16. Enables me to express opinions, questions and concerns about my counseling	1	2	3	4	5	6
17. Makes certain students and teachers know who I am	1	2	3	4	5	6
18. Helps me clarify my counseling goals	1	2	3	4	5	6
19. Provides me with the opportunity to discuss the major problems I am facing with my counselees	1	2	3	4	5	6
20. Encourages me to conceptualize the counseling process differently	1	2	3	4	5	6
21. Motivates me and encourages me	1	2	3	4	5	6
22. Gives me the chance to discuss personal issues related to my counseling.	1	2	3	4	5	6
23. Is flexible enough for me to be spontaneous and creative	1	2	3	4	5	6
24. Provides suggestions for developing my counseling skills	1	2	3	4	5	6
25. Applies appropriate criteria for evaluating me.	1	2	3	4	5	6
26. Helps me with classroom management concerns	1	2	3	4	5	6

PRACTICUM/INTERN EVALUATION OF SITE SUPERVISOR AND SITE

In what ways did this site benefit your professional development?

In what ways did this site detract from your professional development?

Would you recommend this site to another student? Yes No

Suggestion/Comments:

Date:

Site Supervisor Signature:

Student Signature:

Faculty Supervisor Signature:

Valdosta State University
Verification of Hours
SCHC 7981____7991____7992____
Midterm___ End of Semester___

Semester/Year _____

As site supervisor I verify that the following student _____ completed

_____ hours at _____ school. Of the total number of hours

completed, _____were direct contact hours. The student spent _____number of

hours working with an administrator and _____ number of hours working with students in

special education.

_____ _____
Supervisor's Signature Date

_____ _____
Student's Signature Date

_____ _____
Faculty Supervisor's Signature Date

Appendix C
Grade Appeal Form

VSU FINAL GRADE APPEAL PROCESS AND FORM

Last Revised May 2013

POLICY

Students who have just cause to appeal the assignment of a grade must first discuss the problem with their instructor. Further appeals are then directed, in order, to their instructor's Department Head, and Dean. Copies of the final course grade appeal policy, procedures, and form are available in the Office of the Registrar.

RATIONALE FOR GRADE APPEALS

Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the faculty member as long as these methods follow professional and disciplinary standards, are clearly communicated to everyone in the class, and are equally applied to all students. **Therefore, grades should only be appealed under circumstances such as the following:**

(a) The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course.
(b) The assignment of a grade to a particular student on some basis other than performance in the course.
(c) The assignment of a grade by a substantial departure from the instructor's previously announced standards.

The grade appeal procedure is NOT to be used to review the judgment of an instructor in assessing the quality of a student's work nor is it to be used if the student disagrees with the instructor on how the course was conducted. Such concerns should be shared with the instructor and/or the appropriate department head.

INFORMAL PROCESS

If a student does not understand the reason for a grade, it is the student's responsibility to consult the instructor of the course.

FORMAL PROCESS

If, after consulting the instructor, the student’s situation fits into one of the categories listed above, the student may initiate an appeal according to the procedures given below. The burden of proof rests with the student.

All grade appeals should be viewed as confidential matters between the student, the instructor, and the appropriate administrators and must be completed in the time allotted unless an extension is authorized by the appropriate dean.

Instructions: The student must first appeal a grade to the instructor who awarded it. This process must begin within 30 working days after the registrar's office has posted final grades for the term in which the course was taken.

Student will complete this part of the appeal form and forward it with copies of all materials relevant to the appeal to the instructor (materials MUST include the class syllabus, copies of any instructions or guidelines for any assignments in question, copies of any graded assignments in question, and should include any other materials relevant to the appeal, such as emails, list of days absent, etc.)**. Appeals may not move forward without complete documentation.**

Student's Name:_____ID#_____

Mailing Address (street address, city, and zip code):_____

VSU Email _____

Phone # (@permanent address)_____Local Phone/Cell

Phone_____

CourseTitle_____CRN#_____Section___Instructor_____

Semester &Year Taken _____Final Grade _____ Today's Date_____

State below (or in attached Word document) the chief reason(s) for the grade appeal. Please include list of any attached documentation to support the appeal and attach those documents.

II. Instructor's Section. (to be completed within 14 working days of receipt of grade appeal form)

The instructor should review the materials submitted by the student, consult with the student as needed, and then complete this section.

Date form received by Instructor: _____

___ The student has made the case for a grade change, and I have attached a grade change form, changing the grade from ____ to ____

OR

___ The student has not made the case for a grade change

OR

___ The grade appeal does not fit the stated criteria and has been forwarded to the department head.

Instructor's Comments (attach additional sheets if needed**):**

_____

_____ _____

Instructor's Signature **Date when decision communicated to student**

Decision communicated to student ____ in person ___by letter ____by email

Does the student wish to continue the appeal? (The student must signify whether he or she wants the appeal to move to the next level within 14 working days from the date of the instructor's decision)

Yes _____ No _____

If the student decides to continue the appeal, this form and materials submitted by the student and the instructor will be forwarded by the instructor to the department head

_____ _____

Student's signature or attached email of consent Date

III. Department Head/Director's Section (to be completed within 14 working days of receipt)

Department Heads/Directors should review the student's case for appeal as well as the instructor's comments, consulting with both the instructor and the student as needed.

Date received by Department Head/Director _____

_____ The grade appeal does not fit the stated criteria and has been forwarded to the Dean.

OR

____ The instructor has agreed to change the original grade from _____ to _____, and the grade change form will be processed.

OR

____ Instructor sustained the original grade, and I agree _____ or disagree _____

Department Head/Director's Comments (attach additional sheets if needed)**:**

_____ _____

_____ _____

Department Head/Director's Signature Date when decision communicated to student

Decision communicated to student ____ in person ___by letter ____by email

Does the student wish to continue the appeal? (The student must signify whether he or she wants the appeal to move to the next level within 14 working days from the date of the department head/director's decision Yes _____ No _____

If the student decides to continue with the appeal, this form and materials submitted by the student and the instructor will be forwarded by the department head/director to the dean.

_____ _____

Student's signature or attached email of consent Date

IV. Dean's Section (to be completed within 14 working days of receipt)

Deans should review the materials submitted by the student, the instructor, and the department head/director, consulting with the department head/director, instructor, and student as needed.

Date received by the Dean: _____

____ The appeal does not meet the stated criteria and should be discontinued.

OR

____ The instructor has agreed to change the original grade from _____ to _____, and the grade change form will be processed.

OR

____ Instructor sustained the original grade, and I agree _____ or disagree _____

OR

_____ I have elected to change the grade from _____ to _____, and the grade change form will be processed.

Dean's Comments (attach additional sheets if needed**):**

_____ _____

_____ _____

Dean's Signature **Date when decision communicated to student**

Decision communicated to student ____ in person ___by letter ____by email

Appendix D

Disposition Table

School Counselor Professional Dispositions

Problem-Solving/Critical Thinking: thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions
Professional identity/Lifelong Learning: appears to identify with the profession; conducts oneself as a professional; engages in ongoing activities to ensure professional growth.
Adaptability/Flexibility; adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.
Responsiveness to Feedback; is open to supervisor or peer feedback and responds to such appropriately.
Self-awareness; shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.
Reflection: reflects on actions and interactions and adjusts to improve
Initiative; Initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.
Fairness: holds the belief that all children are capable of learning as evidenced in written work and/or class participation; written work indicates that candidates uses multiple strategies and applies modification to address the needs of all learners.
Respect for Human Diversity; respects racial, cultural, socioeconomic, religions, gender, sexual orientation and other human differences; demonstrates sensitivity and skills needs to work with diverse populations.
Ethical; the candidate maintains confidentiality; there has been evidence of ethical decision making; demonstrates appropriate standards of conduct in all interaction within and beyond the university or P-12 community.

Appendix E

Key Performance Indicators

Appendix F

Program Objectives

Program Objectives

1. Demonstrate an understanding of the history, trends, ethical and legal issues, and relevant research in the counseling field and those specific to school counseling.
2. Demonstrate an understanding of professional counseling organizations, credentialing, licensure, and accreditation.
3. Develop counseling skills needed to be an effective professional school counselor with the ability to address the concerns of students and implement evidence based individual and group counseling interventions in the K-12 environment.
4. Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, gender, and sexual orientation, and equity issues in a multicultural and pluralistic society.
5. Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, and barriers that impede, the academic, career, and emotional success of students.
6. Develop knowledge and application of current career programming including program development, career assessment interventions and issues, college and career readiness, and program evaluation.
7. Demonstrate an understanding of procedures to follow in the case of a crisis including assessment and intervention.
8. Develop and evaluate a comprehensive development school counseling program including a mission statement, objectives, lesson plans, classroom management, and differentiated instruction.
9. Demonstrate an understanding of the use of data to inform decision making, to advocate for students, the school counseling program, and the profession, and in evaluation.
10. Demonstrate an understanding of the role of the professional school counselor as leaders, advocates, and system change agents.
11. Demonstrate professional dispositions including integrity, openness, commitment, self-awareness, and respect.