

# **STUDENT HANDBOOK**

**Valdosta State University  
Counselor Education Program  
M.Ed.**

**[www.valdosta.edu/COUN](http://www.valdosta.edu/COUN)**

**2023-2024**

**Department of Human Services  
Valdosta State University  
Valdosta, GA 31698**

*The Official Policy Guide of the Counselor Education Program at Valdosta State University.*

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## INTRODUCTION

The faculty and staff want to welcome all Counselor Education Masters students to the counselor education program at Valdosta State University. We are committed to helping make this educational experience positive and to increasing your educational, personal, and professional growth. The faculty and staff want to assist you in developing the skills and competencies needed to be effective school and mental health counselors.

### On-Campus Meeting Dates

**August 26, 2023, October 21, 2023, January 27, 2024, and March 30, 2023**

### 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 community's 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 & Human Services*

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 Human Services*

The Department of Human Services serves the citizens of the region and state by offering instruction, research, and services designed to advance the understanding of behavioral and cognitive processes. 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.

### *Counselor Education Program*

The mission of the Valdosta State University Counselor Education Program is to educate professionals who will be leaders in the school and clinical mental health environments and who accept responsibility for removing barriers and offering equal access to services for all students and clients. The main emphasis of the Counselor Education Program is to train school counselors and clinical mental health counselors who function as leaders in a global society. Trained counselors utilize data, advocacy, collaboration and consultation to provide counseling and services to assist students and clients from diverse backgrounds in achieving high levels of academic success, personal success, and well-being.

The vision of the Counselor Education Program is to educate, and train counselors dedicated to promoting success for all students and clients by:

- (in terms of school counselors) 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 counselor education program;
- facilitating communication between students, clients, family, school professionals, and the community through teaming and collaboration;
- serving as leaders and role models for students and clients as a means of promoting positive contributions to the school and community;
- and working with students and clients with respect toward personal well-being in a rapidly changing and diverse society.

### **Objectives for Counselor Education Program**

Upon completion of the requirements for a Counselor Education Program, counselor education students will be able to perform effectively in the following areas:

1. Demonstrate an understanding of the history, trends, ethical and legal issues, and relevant research in the counseling field.
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. Develop counseling skills needed to be an effective clinical mental health counselor able to work effectively in a variety of clinical settings.
5. 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.
6. Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, and barriers that impede the success of students and clients.
7. Develop knowledge and application of current career programming including program development, career assessment interventions and issues, college and career readiness, and life-work planning and management.
8. Demonstrate an understanding of procedures to follow in the case of a crisis including assessment and intervention.
9. Demonstrate an understanding of the use of data and assessments to inform decision making and advocacy for students, clients, the counselor education program, the profession, and in evaluation.
10. Demonstrate an understanding of the role of school counselors and clinical mental health counselors as leaders, advocates, and system change agents.

11. Demonstrate professional dispositions including integrity, openness, commitment, self-awareness, and respect.

## **Counselor Education Program Information (M.Ed.)**

### **Program Information**

The Counselor Education program is a 60-credit-coursework master's program. The School Counseling track is a CACREP accredited program and the clinical mental health counseling track is a CACREP-like program that meets licensure requirements in the state of Georgia. The program requires a minimum of 60 hours. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course.

### **Course Requirements**

The Master's in Counselor Education consists of 60 hours. The program is composed of a core of required courses and specialization courses relevant to school counseling and clinical mental health 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 in the school counseling track 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 (SPEC 3000).

### **Required Courses and Course Sequence**

Students beginning the counselor education 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.

### MED School Counseling Summer Admit Course Sequence

I Summer 1 - 2023	Fall 1 - 2023	Spring 1 – 2024
COUN 7400 – Counseling Theories and Practice	COUN 7420 – Child COUN	COUN 7010 – Comprehensive Developmental School Counseling
COUN 7820 – Career Counseling	COUN 7800 – Orientation to Professional Counseling	COUN 7981 – Practicum
EDUC 5999 – no-credit course, completion of COE/PSC required	COUN 7900 – Counseling Skills and Techniques	PSYC 7020 – Principles of Learning and Classroom Management
	RSCH 7100 – Research Methodology in Education	PSYC 7030 – Measurement and Evaluation
Summer 2 - 2024	Fall 2 - 2024	Spring 2 - 2025
COUN 7020 – Expressive Arts in Counseling	COUN 7450 – Group Counseling	COUN 7930 – College & Career Development
PSYC 8250 – Developmental Psychology	COUN 7470 – Counseling Culturally Diverse Populations	COUN 7992 – Internship II
COUN 7430 – Ethics and Professional Issues in Counseling	COUN 7991 – Internship I	PSYC 7200 - Psychopathology
	Comprehensive Exams	COUN 7830 – Consultation and Advocacy in School Counseling
SPEC 3000 may be taken in Summer 1, Summer 2, or Spring 2		

### MED Clinical Mental Health Counseling Summer Admit Course Sequence

Summer 1 - 2023	Fall 1 - 2023	Spring 1 - 2024
COUN 7400 - Counseling Theories and Practice	COUN 7420 – Child COUN	COUN 7850 – Clinical Mental Health Counseling
COUN 7820 – Career Counseling	COUN 7800 – Orientation to Professional Counseling	COUN 7981 – Practicum
EDUC5998 - no-credit course	COUN 7900 – Counseling Skills and Techniques	PSYC 7200 – Psychopathology
	RSCH 7100 – Research Methodology in Education	PSYC 7030 – Measurement and Evaluation
Summer 2 - 2024	Fall 2 - 2024	Spring 2 - 2025
PSYC 8250 – Developmental Psychology	COUN 7450 – Group Counseling	COUN 7992 – Internship II
CMHC Elective 1	COUN 7470 – Counseling Culturally Diverse Populations	COUN 7950 – Assessment
COUN 7430 – Ethics and Professional Issues in Counseling	COUN 7991 – Internship I	CMHC Elective 2
	Comprehensive Exams	COUN 7890– Issues in MHC

**State Requirements for School Counselors**

SPEC 3000 (3) or equivalent (school counseling only)

Criminal Background Check

**College of Education Requirements for School Counselors**

Program Disposition Entry/Mid-Point/Exit Survey

**School Counselor Certification Requirements**

Graduation with master's in Counselor Education, School Counseling track

Practicum/Internship hours at grades Pk-2, 3-5, 6-8, and 9-12

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

**LPC Licensure Requirements**

Graduation with master's degree in counseling, including internship.

Passing either the National Counselor Examination (NCE) OR the National Clinical Mental Health Counseling Examination (NCMHCE) offered by the National Board for Certified Counselors (NBCC).

Completion of a minimum of 3,000 hours of post-master's degree supervised clinical experience, performed over three years.

## Course Syllabi

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

Copies of generic course syllabi are available on the Counselor Education website. 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 (COUN 7800) may 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 graduate credit hours**.

### Field Experience for School Counseling and CMHC Tracks

Field experience is an integral part of the Counselor Education Program, requiring placement each semester the student is enrolled in courses throughout the student's program of study. Students must provide the instructor with completed field experience applications typically by the end of the second week of the semester. 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/?06>. A student may not begin counting hours for field experience until all forms have been completed and signed by all parties. 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. Students will be informed if these dates change. You may not accumulate hours at any site until the site has been approved and all application materials are submitted.

A ***mandatory meeting*** will be scheduled at the beginning of the first fall semester for all clinical mental health counseling students embarking on field experience. The purpose of this meeting will be to review the requirements, policies, and procedures for field experiences, including upcoming practicum and internship.

## Practicum

School counseling practicum requires a minimum of 100 hours in the school setting with 40 of these hours resulting from direct client or student contact. The practicum experience must be a minimum of ten weeks. School Counseling students may enroll in practicum after completing Counseling Theory/Practice (COUN 7400), Introduction to Counseling as a Profession (COUN 7800), Counseling Skills and Techniques (COUN 7900), and for school counselors, while enrolled in Comprehensive School Counseling (COUN 7010). Mental Health Counseling students must complete the same courses, but will not be in COUN 7010. Applications for practicum must be submitted and approved by the practicum committee prior to beginning the field placement. **Please note that those students in the school counseling track must complete hours at four school levels (P-2, 3-5, 6-8, and 9-12) during practicum and internship. More information about this requirement will be shared with you in your Practicum and Internship courses.**

Mental Health Counseling practicum requires a minimum of 100 hours in an approved clinical setting with 40 of these hours resulting from direct client or student contact. Approved clinical settings are those in which a formal student training agreement has been established between the facility and the Board of Regents of the University System of Georgia and Valdosta State University. You will receive assistance with identifying approved clinical settings and/or setting up new training agreements with sites. The practicum experience must be a minimum of ten weeks. Mental Health Counseling students may enroll in practicum after completing Counseling Theory/Practice (COUN 7400), Introduction to Counseling as a Profession (COUN 7800), and Counseling Skills and Techniques (COUN 7900). Applications for practicum must be submitted and approved by the practicum committee prior to beginning the field placement. Students must obtain liability insurance prior to beginning practicum experience.

## Internship

The Council for Accreditation for Counseling and Related Educational Programs (CACREP) is the accrediting body for counseling programs. According to CACREP, the counseling internship occurs in a setting relevant to their specialty area (School Counseling or Mental Health Counseling) 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. Internships will occur over two semesters with the student working 20 hours per week at the 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.

Students in the school counseling track must complete **Thirty direct contact** hours of practicum and internship working with students with disabilities. In addition, **fifty hours** of practicum/internship must be spent working with an administrator (principal or assistant principal). **Please note that those students in the school counseling track**

**must complete hours at four school levels (P-2, 3-5, 6-8, and 9-12) during practicum and internship. More information about this requirement will be shared with you in your Practicum and Internship courses.**

Students in the Mental Health Counseling track must complete their internship in an approved clinical setting in which a formal student training agreement has been established between the facility and the Board of Regents of the University System of Georgia and Valdosta State University. Licensure requirements in the state of Georgia specify that either the site supervisor or the faculty supervisor must be a Licensed Professional Counselor and hold either a National Board of Certified Counselors (NBCC) Approved Clinical Supervisor credential or a Licensed Professional Counselors Association of Georgia (LPCAGA) Certified Professional Counselor Supervisor credential.

### **Field Experience Hours for School Counseling and Practicum/Internship Hours for Both Tracks**

Course	Number of Hours	Specific Contact Hours
COUN 7800	20 hours	
COUN 7930	20 hours (school only)	
COUN 7981*	100 hours	40 Direct Contact
COUN 7991*	300 hours	120 Direct Contact (25 hours group experience)
COUN 7992*	300 hours	120 Direct Contact (25 hours group experience)
* For School Counseling, hours must be completed at each school level (P-2, 3-5, 6-8, and 9-12) during practicum and internship.		
* For School Counseling, 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, Minors on Campus Training, CITI Training**

You will be required to complete a background check and additional required trainings to prepare you for your field work through a process coordinated by the COE Advising Center. Students will complete each of these requirements in the no-credit course **EDUC 5998/5999**.

### **Insurance**

Students must have liability insurance prior to the first experience they have in the schools or agencies/clinics. 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. Students will complete this process in EDUC 5998/5999.

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 <https://page.site-ym.com/page/StudentMembership> and student liability insurance information for ACA can be found at [www.counseling.org](http://www.counseling.org). The American School Counselor Association also provides insurance for students, <http://www.schoolcounselor.org/>

The Licensed Professional Counselors Association of Georgia offers lower student rates for membership and liability insurance through CPH & Associates. Student liability insurance information through CPH & Associates can be found at <https://www.cphins.com/lpca-ga/>. Allied Health Insurance also provides insurance for students working in mental health at <https://trms.trustrms.com/default.aspx>

### **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 clinical 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. Key Performance Indicators are outcome standards that are assessed at multiple points to measure the degree to which the program is meeting stated objectives. Key Performance indicators will be noted on course syllabi.

### **Comprehensive Examination**

Students must 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 (COUN 7800), Social and Cultural Foundations (COUN 7470), the Helping Relationship (COUN 7400 and COUN 7900), Career Counseling (COUN 7820), Group Counseling (COUN 7450), Assessment (PSYC 7030), and Research and Program Evaluation COUN 7010 and RSCH 7100).

Students must complete the following courses before taking the examination:

- PSYC 8250 Human Growth and Development
- PSYC 7030 Tests and Measurement
- COUN 7800 Orientation to Counseling as a Profession
- COUN 7400 Theory and Practice of Counseling
- COUN 7900 Counseling Skills and Techniques
- COUN 7820 Career Counseling
- COUN 7450 Group Counseling
- RSCH 7100 Research Methodology in Education

Students are required to successfully pass the Counselor Preparation Comprehensive Examination (CPCE) after having taken the appropriate coursework in order to move on to Internship II. If a student does not pass the CPCE on the first attempt, they must retake the CPCE. Students will make arrangements through the NBCC for retaking the CPCE the second time before Internship II begins. If a student does not pass the CPCE on the second attempt, they will work with their program advisor to develop and complete a formal remediation plan. It should be noted that a second failed attempt on the CPCE and subsequent remediation plan will delay Internship II and graduation from the program.

### **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. Students must attempt the GACE in School Counseling prior to graduation.

### **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 (for School Counseling) or submitting acceptable GRE scores (for CMHC). The requirements for admission to the M.Ed. in Counselor Education can be found at: <https://www.valdosta.edu/programs/m-ed-degree-in-counselor-education/>

### **Orientation**

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

### **For School Counseling, EDUC 5999**

A satisfactory grade in EDUC 5999 is required the first semester the student is enrolled in the counselor education 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 Counselor Education Program.

### **For Clinical Mental Health Counseling, EDUC 5998**

A satisfactory grade in EDUC 5998 is required the first semester the student is enrolled in the counselor education program. EDUC 5998 is a non-credit class that requires the student to submit documents and surveys to the College of Education and Human Services and Counselor Education Program.

### **Grade Point Average (GPA)**

Students must maintain a 3.0 GPA to remain in the counselor education program. Any student that has three deficiency points will be dismissed from the counselor education 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 counselor education 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. For school counseling, during practicum and internship, students must complete hours at each school level, P-2, 3-5, 6-8, and 9-12.

### **Comprehensive Examination**

Students must pass the CPCE prior to beginning Internship II.

### **Annual Evaluation**

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

**School Counseling students must complete the COE Dispositions Entry and Exit Survey.** The entry survey is completed in EDUC 5999, and the exit survey is completed in COUN 7992.

### **School Counselor Competency Requirements**

SPEC 3000 is required by the Professional Standards Commission for certification as a school counselor in Georgia

## **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
- Students complete the online graduation application link and follow instructions there for its processing which includes the graduation fee and an audit of courses by the registrar's office. Your advisor will assist you with this process.

## 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 Counselor Education 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 counselor education program that is approved by the PSC
- Passing score 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
- **A Certification Checklist will be provided to students in Internship II.**

## Clinical Mental Health Requirements/Process

The *Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists* regulates the practice of professional counseling, social work, and marriage and family therapy in order to protect the health, safety and welfare of the people of Georgia. It does so by enforcing the education and training requirements established by law for licensure in each profession, by adopting and enforcing a code of ethics governing licensees, by establishing and enforcing continuing education requirements, and by addressing unlicensed practice in these professions.

An applicant who has met the education and training requirements for licensure must file an application for licensure by examination for approval by the Board. Students should apply for a license as an **Associate Professional Counselor**. An application is active for one year after which a new application and fee are required. Once approved by the Board, the applicant may take the required examination [See Rule 135-3-.03 Licensure by Examination]. Applications and required forms are available at <https://sos.ga.gov/sites/default/files/forms/41%20Application%20for%20Licensured%20Professional%20Counselor%20Licensure.pdf>

1. The applicant shall request the educational institution to submit an official transcript directly to the Board which bears the institution's stamp/seal, the date of graduation, and the degree conferred.
2. The applicant shall submit at least two personal references from supervisors, teachers, or any combination thereof on forms furnished by the Board.
3. The applicant shall submit the appropriate application fee. Fees are delineated on a separate fee schedule. The application fee is non-refundable.
4. Applicants who have previously taken the required examination shall instruct the testing authority to report their score to the Board.

A person who holds a license as an **Associate Professional Counselor** may engage in the practice of Professional Counseling, but only under direction and supervision, and only for a period not to exceed five years while obtaining the post-master's experience and supervision required for licensure as a Professional Counselor.

The requirements for licensure for Associate Professional Counselors are as follows: [See Rule 135-5-.01. Associate Professional Counselors]

1. Education. The applicant must have earned a master's degree in a program primarily counseling in content or in a program of applied psychology, which degree includes a supervised practicum or internship of at least 600 hours which was part of the degree program, from an institution which, at the time the degree was awarded, was accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE) or a regionally accredited program recognized by the Council on Higher Education Accreditation (CHEA). The approved program must be substantially similar in coursework and content to a CACREP or CORE accredited program.
2. Registration of a contract for obtaining postmaster's directed experience under supervision. The applicant shall register with the Board an acceptable contract, the Directed Experience Under Supervision Contract, for obtaining the post-master's experience required for licensure as a Professional Counselor. The applicant is responsible for notifying the Board of any changes in the contract, by submitting a new contract within fourteen (14) days of the change. Directed experience sites in the contract must meet the requirements of rule 135-5-.01(a) (6).
3. Examination. To qualify for licensure as an associate professional counselor, applicant must pass the required competency examination for licensure prescribed by the Board in rule 135-3-.03(2)(a)(2).

In addition to the requirements above, an applicant for a license in **Professional Counseling** must meet the requirements for Directed Experience under Supervision.

1. The applicant must present evidence of four (4) years of post-master's directed experience under supervision [see definitions in Rule 135-5-.02(a)] in the practice of Professional Counseling in a work setting acceptable to the Board OR three (3) years of post-master's directed experience under supervision in the practice of Professional Counseling in a work setting acceptable to the Board and a supervised counseling practicum or internship of at least 600 hours which was part of the graduate degree program. A minimum of two (2) years of the supervision must be provided by a supervisor who is a licensed Professional Counselor and meets the supervision requirements.

Once the required direct experience under supervision is complete, applicants may apply for a license in Professional Counseling.

## **Policies**

### **Student Recruitment Policy**

The policy of the Counselor Education 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 Counselor Education 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 of a regional university has 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 Human Services 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 Human Services. 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. If a student does not pass the CPCE on the second attempt, they will work with their program advisor to develop and complete a formal remediation plan. It should be noted that a second failed attempt on the CPCE and subsequent remediation plan will delay Internship II and graduation 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 Counseling Association standard 6.F.a. and Council for the Accreditation of Counseling and Related Education Programs Section I.O). 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 Counselor Education Program is to educate professionals who will be leaders in the school and clinical environments and who accept responsibility for removing barriers and offering equal access to services for all.

Upon being admitted to the Counselor Education 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 Counselor Education Program.
4. complete the Counselor Education Program within seven years of my start date or I will have to take classes over.
5. understand that if I choose to leave the Counselor Education 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 Counselor Education Program and I am committed to implementing the mission statement, responsibilities, and standards upon which the program is based.

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Student Signature

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Date

## **Professionalism**

*Professionalism* is operationally defined as follows: 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 clinical 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 or clinical agency should be worn.

Professionalism would indicate that counselor education 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](http://www.counseling.org)),  
 American School Counselors Association ([www.schoolcounselor.org](http://www.schoolcounselor.org)),  
 Georgia School Counselors Association ([www.gaschoolcounselors.org](http://www.gaschoolcounselors.org)),  
 American Association of Specialists in Group Work ([www.asgw.org](http://www.asgw.org)).  
 Georgia Professional Standards Commission ([www.gapsc.com](http://www.gapsc.com)),  
 Georgia Composite Board of Professional Counselors  
 (<http://sos.ga.gov/index.php/licensing/plb/43>)  
 Licensed Professional Counselors Association of Georgia (<https://www.lpcaga.org/>)  
 National Board of Certified Counselors ([www.nbcc.org](http://www.nbcc.org))  
 Student Professional Association of Georgia Educators (<https://www.pageinc.org/>)  
 National Career Development Association ([www.ncda.org](http://www.ncda.org))  
 Multicultural Counseling and Development Association  
 (<https://www.multiculturalcounselingdevelopment.org/>)

## **Student 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 Counselor Education 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 [https://www.csi-net.org/?page=Chapter\\_Bylaws](https://www.csi-net.org/?page=Chapter_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 [https://www.csi-net.org/general/register\\_member\\_type.asp](https://www.csi-net.org/general/register_member_type.asp) 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 <https://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 Family Works 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](http://www.cacrep.org))
- students may take the National Counseling exam prior to graduation

# Appendix A

## Practicum and Internship Documents

Practicum and Internship Application: COUN 7891/7991/7992  
M.Ed. Counselor Education

**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/Internship 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/Clinical 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.**

**Counselor Education**

\_\_\_\_\_ *School Counseling Track* \_\_\_\_\_ *Clinical Mental Health Track*

**Memorandum of Understanding,**

*Student, Site Supervisor, and University Supervisor*

**COUN 7981\_\_ COUN 7991\_\_ COUN 7992 \_\_**

This agreement is made this \_\_\_\_\_ day of \_\_\_\_\_ by and between \_\_\_\_\_ 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 Practicum/Internship at this site.

**Purpose:**

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of school/clinical mental health 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 prior to internship experiences.
2. Designating a qualified faculty member as the practicum/internship supervisor who will work with the SITE in coordinating the practicum/internship experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SITE.
4. Advising the student that he/she should have adequate liability insurance.

The SITE shall be responsible for the following:

1. Providing the intern with an overall orientation to the site's specific services necessary for the implementation of the practicum/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 SITE, for providing opportunities for the intern to engage in

a variety of counseling activities under supervision, and for evaluating the intern's performance.

### 3. Site Supervisor, Student and Faculty Responsibilities

#### Site Supervisor Responsibilities

At a school site, the site supervisor must be certified as a school counselor with at least three years of experience as a school counselor and have training in supervision.

At a clinical mental health site, the site supervisor must be a Licensed Professional Counselor, preferably with supervision certification.

The site supervisor will:

- **Meet for supervision with practicum/internship student at least *one hour per week* \_\_\_\_\_ (initial)**
- Conduct two formal observations of the student \_\_\_\_\_ (initial)
- Communicate expectations to the practicum/internship student
- Provide an orientation to the site and review policies with the practicum/internship student (crisis, suicide, mandatory reporting, etc.)
- Review guidelines for maintaining confidentiality
- Review syllabus with the practicum/internship student and sign the acknowledgement form
- Be onsite when the practicum/internship student is onsite or provide permission to another qualified person to supervise the student
- Assess practicum/internship student's progress by direct observation (audio/video recordings and/or live supervision) of students' interactions with clients and completing an evaluation form.
- Assist in arranging for the direct observation of students' interactions with clients by the faculty supervisor. Direct observation may include audio recordings that protect client privacy and confidentiality. Direct observation should adhere to all site policies.
- Identify the structure of supervision meetings including expectations of intern and supervisor
- Discuss procedures for emergency situations including individuals to be contacted
- Discuss evaluative procedures that will be used
- Discuss the organization of practicum/internship hours
- Discuss professionalism including number of acceptable absences, professional dress, punctuality, etc.
- **Maintain regular contact with faculty supervisor. The faculty supervisor will meet with the site supervisor twice during the semester. *Note: When the faculty supervisor does not meet with practicum students one hour per week for supervision, the faculty supervisor will set up a schedule to contact the site supervisor a minimum of once every two weeks via email or telephone.* \_\_\_\_\_ (initial)**

- Notify faculty supervisor immediately of any issues related to practicum/internship student dispositions, professionalism, and/or performance.
- Review the student's time log (total hours, direct contact hours, and supervision hours) prior to signing the Hours Verification Form.
- Complete all forms required by the university including the application, memorandum of understanding, observation form, hours verification form, and evaluation of the practicum or internship student.

*For school counseling track only:*

- Assist with parental/guardian permission forms for individual and group counseling
- Help intern with classroom management strategies
- Assist in creating and scheduling classes for classroom lessons
- Assist in identifying students for small group counseling
- Assist in identifying appropriate students for individual counseling
- Facilitate students release from classes to participate in counseling activities

## **Practicum/Internship Student Responsibilities**

- **Meet for supervision with site supervisor a minimum of *one hour per week*.**  
\_\_\_\_\_ (initial)
  - Submit the completed and signed application and memorandum of understanding the semester prior to beginning the practicum or internship.
  - Obtain and maintain liability insurance coverage and provide documentation to faculty supervisor and site supervisor before beginning practicum or internship.
  - Log 100 hours for practicum. CACREP specifies that a minimum of 40 hours must be direct service.
  - Log 600 hours (300 Internship I and 300 Internship II). CACREP specifies that a minimum of 240 hours must be direct service.
  - Request supervisor to evaluate your performance
  - Complete an evaluation of the site and supervisor
  - Fulfill contract obligations in an ethical and professional manner
  - Report any absence to the site supervisor.
  - Complete any additional assignments required by faculty supervisor.
  - Verify that your site supervisor has a hard copy of the internship manual for site supervisors.
  - Notify your faculty supervisor if your site supervisor needs a copy of the manual.
  - Conduct individual counseling sessions
  - Conduct group counseling sessions
  - Consult with parent(s)/guardians
  - Make referrals
  - Provide crisis intervention when needed. **When working with a suicidal counselee the trainee is required to notify both the site supervisor and the faculty supervisor. The site supervisor should be notified immediately.**
- Practicum/Internship students may be involved in recognizing signs of child abuse, or a student may confide information to the trainee that has serious implications for the well-being of the student. In these cases, the prek-12 student should not be promised confidentiality, but instead be assured that the**

**practicum/internship student will share the information immediately with the site supervisor. The faculty supervisor should be informed as soon as possible.**

- Assist supervisor with other counseling-related activities
- Maintain appropriate records
- Log hours in the practicum/internship logging system
- Complete supervisor and site evaluation form

*For school only:*

- Conduct classroom lessons
- Provide individual or small-group advisement (e.g. test score interpretation, promotion information, career decision-making, course selection, financial aid, interest inventories, senior interview, four-year plans)
- Attend/participate in meetings (student, 504/IEP, counselor, etc.)

### **Faculty Supervisor Responsibilities**

- Approve the practicum/internship site
- Approve the practicum/internship contract
- **Meet with practicum students for supervision one hour per week in a dyad or triad. When they faculty supervisor does not meet with practicum students one hour per week for individual and/or triadic supervision, the faculty supervisor will set up a schedule to contact the site supervisor a minimum of one every two weeks via email or telephone.**
- Meet with practicum and internship students in regularly scheduled group supervision for an average of 90 minutes per week to insure sequential contact is available to plan, review, modify and enhance the internship experience
- Visit field placements to observe the practicum/intern student and to discuss and review student's progress and performance
- Directly observe (audio/video recordings and/or live) students' interactions with clients, while also adhering to all site policy/procedures and upholding client privacy and confidentiality.
- Regularly monitor practicum/intern student's progress
- Promote good communication between the university and the school site supervisor
- Maintain departmental records of the practicum/internship
- Conduct a final evaluation of the practicum/intern student with the site supervisor and student

4. For school counselors, please check the school level the student will be working at:

Elementary School P-2  
 Elementary School 3-5  
 Middle School  
 High School

5. For clinical mental health counselors, please indicate the population(s) and types of activities the student will experience.

**Equal Opportunity:**

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

**Termination:**

It is understood and agreed by and between the parties here to that the SITE 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:

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 Print Name of University Supervisor

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 Print Name of Site Supervisor

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

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 Student

---

 Date

---

 Site Supervisor

---

 Date

---

 University Supervisor

---

 Date

---

 Principal (school only)

---

 Date

**EVALUATION OF SCHOOL COUNSELING PRACTICUM/INTERNSHIP STUDENT**

**Student's Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Supervisors Signature:** \_\_\_\_\_

**School Site:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **COUN 7981** \_\_\_\_\_ **COUN 7991** \_\_\_\_\_ **COUN 7992**

**SUPERVISOR:** Please rate this student's performance in the internship. Your 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?

<b>Performance Area</b>	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>Clinical Supervision</b>						
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 counselor education program						

Provides group counseling and classroom guidance to promote the academic, career, and personal/social development of students						
---	--	--	--	--	--	--

<b>Performance Level</b>	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>Clinical Supervision</b>						
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.						
<b>Performance Level</b>	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>ADMINISTRATIVE SUPERVISION</b>						
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						

<b>Performance Level</b>	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
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						
<b>Performance Level</b>	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>Dispositions</b>						
Self-Awareness, as demonstrated by: <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Humility</li> <li>• Self-reflection/exploration</li> <li>• Understanding of own place in history of site and profession</li> </ul>						
Integrity as demonstrated by: <ul style="list-style-type: none"> <li>• Personal responsibility</li> <li>• Personal integrity</li> <li>• Personal maturity</li> <li>• Honesty</li> <li>• Courage</li> <li>• Congruence</li> </ul>						
Commitment as demonstrated by: <ul style="list-style-type: none"> <li>• Investment</li> <li>• Counselor identity</li> <li>• Advocacy</li> <li>• Professional excellence</li> <li>• Civic engagement</li> </ul>						

<ul style="list-style-type: none"> <li>Scholar/practitioner</li> <li>Collaboration</li> <li>Interpersonal Competence</li> </ul>						
Openness, as demonstrated by: <ul style="list-style-type: none"> <li>Openness to ideas, learning and change</li> <li>Openness to give and receive feedback</li> <li>Openness to growth</li> <li>Self-development</li> <li>Openness to others</li> <li>Understand micro/macro perspective</li> <li>Interpersonal communication</li> </ul>						
Respect, as demonstrated by: <ul style="list-style-type: none"> <li>Perceives and honors diversity</li> <li>Self-care</li> <li>Wellness</li> </ul>						
<b>Performance Area</b>	<b>Superior</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>GOALS ATTAINMENT*</b>						
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

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

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

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- Recommendations and suggested experiences concerning future practicum or internships.

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**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:** \_\_\_\_\_

**SCHOOL COUNSELOR 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

**SCHOOL COUNSELOR PRACTICUM/INTERN EVALUATION OF SITE SUPERVISOR AND SITE**

In what ways did this site benefit your professional development?

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

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Would you recommend this site to another student? \_\_\_\_\_ Yes \_\_\_\_\_ No

Suggestion/Comments:

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**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Faculty Supervisor Signature** \_\_\_\_\_

**EVALUATION OF CLINICAL MENTAL HEALTH COUNSELING  
PRACTICUM/INTERNSHIP STUDENT**

**Student's Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **COUN 7981** \_\_\_\_\_ **COUN 7991** \_\_\_\_\_ **COUN 7992**

**SUPERVISOR:** Please rate this student's performance in the practicum/internship. Your 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, consider whether this student is completing the first 100 hours of practicum, first 300 internship hours, second 300 hours of internship, etc.

**5 – Outstanding**

**4 – Very Satisfactory**

**3 – Acceptable**

**2 – Needs Some Improvement**

**1 – Needs Substantial Improvement**

**0 – Unsatisfactory – No Effort Expended**

**NA – Does not apply in this setting**

<b>COMPETENCIES</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
Demonstrated cooperation with colleagues and supervisors.							
Demonstrated an ability to use effective interpersonal communication skills with colleagues/supervisors/clients.							
Accepted suggestions from supervisor(s) and was willing to make changes.							
Demonstrated an ability to handle stressful situations constructively.							
Indicated a consistent enthusiasm for the Internship position and the profession.							

<b>COMPETENCIES</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
Demonstrated awareness and an open-minded attitude about gender, racial, ethnic, religious and age-related issues which may affect professional interaction with clients, supervisors, colleagues, and agency constituents.							
Demonstrated the ability to initiate and complete a variety of tasks related to the professional work of the agency.							
Demonstrated the ability to effectively convey information orally.							
Demonstrated the ability to effectively convey information in writing (documentation).							
Demonstrated the ability to develop interventions for the prevention of mental health issues.							
Demonstrated the ability to select techniques and interventions for a broad range of mental health issues using current and acceptable theoretical, empirical and research-based formulations.							
Demonstrated knowledge and acceptance of agency's/institutions policies.							
Worked within the guidelines of professional ethics, statutes, and federal laws.							
Consulted with supervisor(s) when faced with an ethical dilemma.							
Demonstrated an ability to use the DSM-5 to make client diagnoses							

<b>COMPETENCIES</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
Demonstrated the ability to conduct client interviews (i.e., intake interview, mental status evaluation, biopsychosocial history)							
Demonstrated the ability to use and interpret appraisal instruments with clients.							
Demonstrated the ability to utilize career information and career appraisal with clients.							
Demonstrated effective organizational and leadership abilities.							
Demonstrated skills in group counseling including knowledge of group dynamics and interventions.							
Demonstrated skills in family and couples' counseling.							
Demonstrated skills in consultation.							
Demonstrated skills in individual counseling (i.e., developing a professional relationship with the client: empathy, rapport, attending skills, utilizing strategies appropriate to the client and the situation, goal definition, etc.).							
Demonstrated skills in case conceptualization.							
Demonstrated skills in crisis intervention.							
Demonstrated skills for interfacing with the legal system regarding court-referred clients.							
Demonstrated skills for interfacing with integrated behavioral health care professionals.							

COMPETENCIES	5	4	3	2	1	0	NA
Demonstrated skills in consulting, i.e., working with parents, staff, other agencies, conducting in-service activities, workshop, etc.							
Demonstrated the ability to advocate for persons with mental health issues.							
Demonstrated effective time management skills.							
Demonstrated the characteristics of conscientiousness and responsibility.							
Met site expectations for punctuality and attendance.							
Demonstrated site appropriate grooming and attire.							

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

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

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**3. Recommendations and suggested experiences concerning future practicum or internships.**

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*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.

*Intern's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Faculty Supervisor Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**CLINICAL MENTAL HEALTH COUNSELOR  
PRACTICUM/INTERN EVALUATION OF SITE SUPERVISOR**

**Student's Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **COUN 7981** \_\_\_\_\_ **COUN 7991** \_\_\_\_\_ **COUN 7992**

Performance Area: <i>My site supervisor</i>	<b>Strongly Disagree</b>		<b>Somewhat Agree</b>	<b>Strongly Agree</b>		<b>N/A</b>
	1	2	3	4	5	0
1. Provides me with useful feedback regarding skills	1	2	3	4	5	0
2. Helps me understand the clinical setting	1	2	3	4	5	0
3. Provides me with specific advice in areas I need work on	1	2	3	4	5	0
4. Addresses my personal concerns as a counselor	1	2	3	4	5	0
5. Teaches me new alternative counseling strategies that I can use with my counselees.	1	2	3	4	5	0
6. Helps me realize how counseling behavior influences relationships	1	2	3	4	5	0
7. Uses time for appropriate supervision	1	2	3	4	5	0
8. Discusses my strengths and qualities	1	2	3	4	5	0
9. Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations	1	2	3	4	5	0
10. Provides time for me to explain the reasons I chose particular counseling techniques.	1	2	3	4	5	0
11. Makes me feel accepted and respected as a person	1	2	3	4	5	0
12. Deals appropriately with my feelings/ thoughts in counseling sessions	1	2	3	4	5	0
13. Helps me to assess my own counseling behavior.	1	2	3	4	5	0
14. Is competent and understands the supervision process	1	2	3	4	5	0
15. Is helpful with test administration and interpretation	1	2	3	4	5	0
16. Enables me to express opinions, questions and concerns about my counseling	1	2	3	4	5	0

Performance Area: <i>My site supervisor</i>	<b>Strongly Disagree</b>		<b>Somewhat Agree</b>	<b>Strongly Agree</b>		<b>N/A</b>
17. Makes certain other clinical professionals know who I am	1	2	3	4	5	0
18. Helps me clarify my counseling goals	1	2	3	4	5	0
19. Provides me with the opportunity to discuss the major problems I am facing with my counselees	1	2	3	4	5	0
20. Encourages me to conceptualize the counseling process differently	1	2	3	4	5	0
21. Motivates me and encourages me	1	2	3	4	5	0
22. Gives me the chance to discuss personal issues related to my counseling.	1	2	3	4	5	0
23. Is flexible enough for me to be spontaneous and creative	1	2	3	4	5	0
24. Provides suggestions for developing my counseling skills	1	2	3	4	5	0
25. Applies appropriate criteria for evaluating me.	1	2	3	4	5	0
26. Helps me with classroom management concerns	1	2	3	4	5	0

In what ways did this site benefit your professional development?

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

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Would you recommend this site to another student? Yes \_\_\_\_\_ No \_\_\_\_\_

*Suggestion/Comments:*

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**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Faculty Supervisor Signature:** \_\_\_\_\_

**Valdosta State University**  
**Verification of Hours**  
**COUN 7981\_\_\_\_ 7991\_\_\_\_ 7992\_\_\_\_**  
**Midterm\_\_\_\_ End of Semester\_\_\_\_**

Semester/Year \_\_\_\_\_

As site supervisor I verify that the following student \_\_\_\_\_  
 completed \_\_\_\_\_ hours at \_\_\_\_\_ site. Of the total  
 number of hours completed, \_\_\_\_\_ were direct contact hours. (For school  
 counseling students, 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** \_\_\_\_\_

**Course Title** \_\_\_\_\_ **CRN#** \_\_\_\_\_ **Section** \_\_\_\_\_ **Instructor** \_\_\_\_\_

**Semester & Year Taken** \_\_\_\_\_ **Final Grade** \_\_\_\_\_ **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

## Professional Disposition Survey

**Completed by:**

**Semester and Year Completed:**

### Rating Scale

**NYO = Not yet observed**

**1 = Needs improvement to be at level appropriate for year in program OR level of successful entry level practitioner (If applicable)**

**2 = Exhibits level appropriate for year in program OR successful entry level practitioner (If applicable)**

**3 = Exhibits level above average for year in program OR successful entry level practitioner (If applicable)**

Characteristic				
Problem-Solving/Critical Thinking: thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions	NYO	1	2	3
Professional identity/Lifelong Learning: appears to identify with the profession; conducts oneself as a professional; engages in ongoing activities to ensure professional growth.	NYO	1	2	3
Adaptability/Flexibility; adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	NYO	1	2	3
Responsiveness to Feedback; is open to supervisor or peer feedback and responds to such appropriately.	NYO	1	2	3
Self-awareness; shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	NYO	1	2	3
Reflection: reflects on actions and interactions and adjusts to improve	NYO	1	2	3
Initiative; Initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	NYO	1	2	3
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 (for School Counselors)	NYO	1	2	3
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.	NYO	1	2	3
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 community.	NYO	1	2	3

**This table was adapted from National University, Professional Dispositions Form.**

# **Appendix E**

## **Graduation Checklist**

**Applying to Graduate one semester prior to completing the program:**

- Pass the comprehensive examination.
- Must have a 3.0 GPA to graduate.
- Must attempt the GACE Content Assessment I and II for School Counseling
- One semester prior to your expected graduation date meet with your advisor to discuss graduation.
- Complete your graduation application. The application can be found at the following link <https://www.valdosta.edu/academics/registrar/forms/>
- Complete and submit the online version of the graduation application, your advisor will complete the advisor's section of the application, add your program of study to the application, and submit the application.
- Pay graduation fees.
- When your copy of the graduation application is returned, check the bottom right box to make sure that all requirements were met.
- Contact advisor if the application indicates that there are requirements that were not met.