

**Education Specialist
School Counseling
Handbook**

Valdosta State University



**College of Education and Human Services
Department of Human Services**

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STUDENT RESPONSIBILITY STATEMENT

I understand that I am responsible for knowing the information presented in the School Counseling Education Specialist Program Handbook.

I will review these materials carefully, and if I have questions concerning these materials, it is my responsibility to seek clarification of program materials, course requirements, program of study, and other aspects of the program with faculty members at Valdosta State University.

By signing below and submitting this form to my advisor, I acknowledge that I received the Education Specialist Handbook and I am responsible for knowing the information in the handbook.

Signature

Date

Please electronically sign and print this page. Submit as a word doc attachment via email to your advisor and retain a copy for your records. You will receive your program of study when your advisor receives your signed student responsibility statement.

INTRODUCTION

The faculty and staff want to welcome all School Counseling Education Specialist (Ed.S.) students to the 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 work effectively with students in the K-12 school system. We also want to help you work toward your professional goals as a school counselor.

Mission Statements

Valdosta State University

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

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

College of Education

The College of Education & Human Services 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

This statement is in review at this time.

Counselor Education Program Mission Statement

The mission of the Valdosta State University School Counseling Program is to educate professionals who will be leaders in the school and clinical mental health setting and who accept responsibility for removing barriers and offering equal access to services for all students and clients. The emphasis of the School Counseling track is to train school counselors who function as leaders utilizing data, advocacy, collaboration and consultation to provide academic, career, and social/emotional counseling and services to assist students from diverse backgrounds in achieving high levels of academic success.

Ed.S. Mission Statement

The Education Specialist degree in school counseling is designed to enhance and advance the knowledge and skills of students beyond the master's level in the following areas: Counseling and Supervision, Leadership and Coordination, Consultation and Teaming, Technology, Advocacy and Research. The Ed.S. Program prepares students, who are already certified as school counselors to become leaders and researchers in the educational environment.

Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice **civility**, **integrity**, and **citizenship**. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.

Integrity – Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.

Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

ED.S. Program

Program Faculty

Faculty Member	Title	Email
Dr. Heather Kelley	Department Head	hkelley@valdosta.edu
Dr. Teddi Cunningham	Professor	tjcunnin@valdosta.edu
Dr. Katharine Adams	Associate Professor	kadams@valdosta.edu
Dr. Lee Grimes	Associate Professor	legrimes@valdosta.edu
Dr. Huzeyfe Cacmakci	Assistant Professor	hcakmakci@valdosta.edu
Dr. Karlesia Montague	Assistant Professor	kmontague@valdosta.edu

Ed.S. Program Objectives

- demonstrate and model appropriate counseling and supervision skills and strategies in the supervision relationship.
- demonstrate a systematic conceptualization of the major roles and responsibilities of counselor supervision.
- evaluate school counseling programs to determine its effectiveness as a comprehensive school counseling program using standards set by the school's accrediting body and the American School Counseling Association.
- design individual and group treatment strategies that are developmentally appropriate for children and youth that address the academic, social, and career success of all students.
- demonstrate a disposition appropriate for a leader in the school environment.
- follow appropriate professional and ethical guidelines.

Transition Points

Admission to Program

- An applicant must hold a master's degree from a regionally-accredited institution in an appropriate major and be a fully certified school counselor.
- Minimum cumulative graduate GPA of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded. An applicant will not be admitted with grade point average less than 3.0 on all previous graduate coursework.
- Must have one-year experience working as a certified school counselor.

- Must be a fully certified school counselor in the state of Georgia or hold credentials to be certified.
- Because this is a degree only program and not a certification program, the applicant must hold professional standard renewable certification in school counseling. Proof of certification is required with the application to the program. The one year of experience may not include practicum and internship.
- Only applicants who have been granted “Regular” admission status may enter the Education Specialist Degree in School Counseling.

Degree Program

Continuous Enrollment

- Graduate students must register for at least a total of six semester hours of course work during consecutive terms (fall, spring, summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation. The full policy can be found here: <https://www.valdosta.edu/academics/graduate-school/graduate-assistantships.php>
- The maximum time allowed for completion of the master’s degree is *seven calendar years*. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the candidate’s advisor, the Dean of the Dewar College of Education and Human Services and approval from the Dean of the Graduate School.
- If dismissed from the program, the student must wait a minimum of two semesters before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the program will be considered.

Faculty Expectations for Students

Academic

- Have an active online presence in your classes.
- Be prepared for class including online classes and discussions.
- Complete and submit quality assignments in a timely manner.
- Any circumstance leading to a late submission must be discussed with the professor before the due date. Work will only be accepted late due to a serious circumstance (illness or injury) and with appropriate documentation.
- Collaborate with other students and faculty.
- Maintain high standards for your academic performance.
- Writing should be scholarly with in-text citations, references, and consist of little to no grammar, spelling, or format issues.

- Use proper etiquette in the online learning environment.
- Attend all required online class meetings unless excused.
- Be aware that Turn it In plagiarism detection is used throughout the program.

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.
- Respond to emails in a timely manner **including using the official VSU email address assigned at admission to the program.**

Personal

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

Completion of Capstone Project

The Capstone Project requires that students use the knowledge gained in the program to develop, implement, and evaluation interventions in their schools. The project is completed in SCHC 8995. In order to pass this class students must earn a percentage score of 80% or higher.

Graduation

- Submission of a graduation application one-semester prior to graduation.
- Satisfactory completion of coursework.
- A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- Satisfactory completion of Capstone Project.

Ed.S. Courses, 30 Hours required for degree completion

SCHC 8150. Program Evaluation. 3 Hours.

The course will familiarize students with different types of program evaluation, including formative evaluation, process/implementation evaluation, and outcome/impact evaluation to provide the knowledge and skills needed to evaluate and modify a comprehensive school counseling program.

SCHC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours.

An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.

SCHC 8220. Social Justice in Professional Practice. 3 Hours.

An overview of theories and models of social justice, social change, advocacy, and leadership examined from a multicultural perspective and discussed within the context of counseling in

school settings. The focus will be on strategies for school counselors to be effective change agents, leaders, and advocates in the school environment.

SCHC 8300. Crisis Counseling. 3 Hours.

Development and evaluation of crisis intervention and response plans and strategies to address specific crisis situations.

SCHC 8891. Advanced Practicum in Supervision. 3 Hours.

Prerequisite: Admission to ED.S. School Counseling Program or permission of the instructor.

Graded "Satisfactory" or "Unsatisfactory". The process and practice of counseling supervision in the school environment. An emphasis will be placed on the application of strategies and skills used to enhance supervision abilities.

SCHC 8995. Capstone Seminar. 3 Hours.

Prerequisite: RSCH 8000. Students will use knowledge gained in previous courses to develop, implement and evaluate a project in the school environment.

PSYC 8200. Child Psychopathology. 3 Hours.

An intensive study of formal psychopathology classification system of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

PSYC 8610. Behavior Modification. 3 Hours.

Prerequisite: Advanced standing and approval of instructor. The study of changes in human motivation, adjustment, and achievement as a function of the systematic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.

RSCH 8000. Advanced Research Methodology. 3 Hours.

This course provides a study of quantitative and qualitative methods used to conduct educational and educationally-related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally-related settings.

SCHC 8892. Special Topics in School Counseling. 3 Hours. Focuses on the current events to which school counselors respond to promote growth and address crisis through school counseling interventions. Topics will change depending on current events and professional issues. Students will create and present a workshop addressing a special topic. Final projects include collaboration with community resources or partners.

Role of Assigned Advisor

All students entering the program will be appointed an advisor upon enrollment into the program. This advisor will follow the candidate throughout their progression in the program. Candidates will complete a tentative program of study upon entrance into the program and will discuss their program of study with their advisor. This is not your final program of study and can be changed throughout the program until the final program of study is completed and submitted for graduation. It is expected that candidates will take responsibility in identifying their own abilities and capability with regard to the number of courses that they can take each semester. It is recommended that you discuss concerns with your advisor as you progress through the program.

Registration for Courses

- Students must be advised by their assigned advisor prior to registering for classes.
- The advisor must lift the student's registration flag before the student can register for classes.
- Students should register for classes via Banner immediately after being advised. Courses fill quickly and there is no guarantee that additional sections will be added, especially in the summer semester.
- If a course is full, students should add themselves to the wait list via Banner. If enough students are on the wait list for a course, another section may be added.

Online Learning Environment

Blazeview/D2L

Valdosta State University uses the BlazeVIEW learning management system to provide the online learning environment for many VSU courses. BlazeVIEW supported courses range from web-enhanced courses where traditional face-to-face instruction is supplemented with web features such as syllabi and lecture notes, to courses that are taught completely online with no on-campus attendance requirement.

Logging into Blazeview

The MyVSU portal link can be found on most VSU website pages in the upper-right corner. Logging into MyVSU gives you access to a number of the key resources, including BlazeVIEW, with one login.

VSU Email Address

Students will be contacted through their Blazeview email as well as their Valdosta State University email address. Students are encouraged to check these emails on a regular basis. It is expected that responses to emails be done within 48 hours.

Ordering Books for Classes

Books should be ordered well before classes begin. See your program of study for courses. Books may be ordered through the VSU Bookstore or from any book seller the student chooses. To view your required course materials through Follett, go to the VSU bookstore website, <https://www.bkstr.com/valdostastore/home>. You can search either by course or your student ID for the book titles required for your courses.

Online Learning Resources

Additional online learning resources can be found in Appendices B.

Program Policies

The university faculty has the duty and responsibility to provide the public with ethical and competent practitioners. To achieve these goals, the university adopts recruitment, retention, appeals, and dismissal policies. The delivery of psychological and counseling 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 Counselor Education program have adopted requirements that candidates must meet in order to graduate from one of the department's graduate programs. These requirements include that candidates must demonstrate professionally appropriate behavior and may be terminated for academic and non-academic reasons. Academic progress is determined by grades earned in the program of study for which the candidate is currently enrolled, as well as performance on comprehensive examinations as required by the specific program. The School Counseling EdS program does not require comprehensive examinations.

Student Recruitment Policy

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

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

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

a diverse society.

Graduate Retention Policy

The faculty 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 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](#).

Professional/Personal Standards of Competence

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

Any faculty member with concerns about a student's personal and professional adjustment

should first discuss such concerns informally with the student. The faculty member should document details of any such informal contact. Should concerns warrant a more formal review, the faculty member may initiate a review by submitting a written letter to the student's advisor, the program coordinator, and the department head. The initiating faculty member will bring his/her concerns to the meeting with the advisor, department head, and program coordinator. If the resolution of such a meeting warrants continued action, the department head will issue an informative letter to the student that will include a copy of the letter written by the initiating faculty member, in order to inform the student that such a review process is being initiated. The student shall be permitted an opportunity to meet with the program faculty. The faculty will decide upon the course of action best suited for the individual student's case, potentially including but not limited to: no action, remediation, or dismissal from the program. The student will be given at least one opportunity to remediate any faculty concerns prior to dismissal from the program. One term following any recommendation and/or remediation, the faculty will meet again with the student to discuss the effects of remediation and again review the student's progress. Faculty will assist any student dismissed from the program in transitioning out of the program, and if possible, into a more appropriate area of study.

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

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.

Dismissal Policy

1. Candidates can be dismissed for not complying with or meeting remediation steps as outlined in the retention policy.
2. Candidates will be dismissed from the program if they accumulate three 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 “WF” or “U” is three deficiency points. ***If a student is dismissed from the program, the student must wait a minimum of two semesters before applying for readmission.*** The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the program will be considered.
3. If a candidate wishes to withdraw from a class with a grade of “WP,” it is the candidate’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.
4. No more than 6 semester hours of academic work may be transferred from another institution into a master’s-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.
5. The maximum time allowed for completion of the specialist’s degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the candidate’s advisor, the Dean of the Dewar College of Education and approval from the Dean of the Graduate School.

Appeals

The COEHS has an appeals process in place to help students and faculty resolve academic issues. This process endeavors to protect both faculty and students by assuring a process that

allows dialogue at each step. In general, students who wish to appeal must first discuss the problem with their instructor/staff member or advisor. While the initial appeal may be informal such as a conversation between the faculty/staff member and the student, if the situation is not resolved, the formal appeals process is initiated. The appeals process is student driven, so students may decide at each stage if they wish to go to the next stage. The student must initiate this process within 10 instructional days after notification of the decision.

Admission to Program (Graduate School)

The appeals process is initiated by completing Graduate School Admission Denial Appeal Form and presenting it to your program's Department Head, along with a letter describing the circumstances of your appeal. The appeals process is then required to proceed to the Dean of the College and Graduate Dean of the Graduate School (see appeal form). Please refer to the Graduate School's policy for appealing your admissions denial.

Program Dismissal

The appeals process is initiated by completing Graduate School Dismissal Appeal Form and presenting it to your program's Department Head, along with a letter describing the circumstances of your appeal. The appeals process is then required to proceed to the Dean of the College and Graduate Dean of the Graduate School (see appeal form). Please refer to the Graduate School's policy for appealing your dismissal.

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:

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

The VSU Grade Appeal form is available at

<https://www.valdosta.edu/academics/registrar/documents/grade-appeal-form-updated.pdf>

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

Other Matters

(may include but are not limited to faculty member concerns, advisement, unavailable/closed courses, course conflicts, field placement assignments, COEHS Concern forms, etc.)

Appeals for most other concerns are initiated by first discussing the matter with the appropriate

staff member. If the matter is not resolved, the student should complete a COEHS Appeal Form and present it to the appropriate staff member. Additional appeals shall continue as follows:

- Appropriate Department Head
- Dean of the College—depending on the nature of the concern, some appeals may be remanded to the Graduate and Advanced Preparation Appeals Committee for recommendation
- Office of the Vice President for Academic Affairs

Additional information regarding the appeals and grievances process is available at <https://www.valdosta.edu/colleges/education/deans-office/appeals-process/>

Commonly used forms may be downloaded in PDF by clicking on form names at <https://www.valdosta.edu/academics/registrar/forms/>

Professional Associations

There are many benefits to being a member of a professional counselor organization. Each of the following programs has student dues, benefits just for students, and student programming. In addition to membership in ASCA other professional associations which candidates may be interested in are:

American Counseling Association (ACA)

ACA provides resources to its members and lobbies to strengthen the laws, which protects the profession of counseling. There are state affiliates as well. ACA conducts an annual international conference in March. State affiliates also conduct annual conferences.

American School Counselor Association (ASCA)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development (including an annual international conference), publications and other resources, research and advocacy to more than 27,000 professional school counselors around the globe.

Georgia School Counselor Association (GSCA)

GSCA provides an opportunity for candidates to meet other candidates in programs throughout the state of Georgia, as well as networking with practicing school counselors. It is suggested that candidates involve themselves in the activities of the GSCA.

Association for Counselor Education and Supervision (ACES)

ACES is a national organization that consists of both counselor educators and supervisors of counselors in training. The organization pursues the development, improvement, and enhancement of counseling and counseling related programs.

Counselor Education and Supervision Professional and Student Association

This program seeks to bring together persons from the various counseling disciplines to provide professional identity and professional networking for our students. The association is responsible for providing seminars, workshops, and other activities, which serve to enhance its members.

APPENDICES

APPENDIX A

Program of Study

Program of Study
Ed.S. School Counseling

Student: Student ID: Date:

Course Grade Semester

RSCH 8000

SCHC 8891

SCHC 8160

SCHC 8995

PSYC 8610

SCHC 8150

PSYC 8300

PSYC 8200

SCHC 8220

SCHC 8892

Advisor's Signature

APPENDIX B

Resources

Resource Table			
Issue	Resource	Telephone Number	Website or Email
Problems with Blazeview	Distance Learning	229-245-6490	https://www.valdosta.edu/academics/elearning/
Problems with Email or Logging in	VSU Helpdesk	229-245-4357	https://www.valdosta.edu/administration/it/helpdesk/welcome-old.php
Collaborate Ultra		1-877-382-2293	https://www.blackboard.com/support/index.html
Library Resources	Odum Library	229-333-5869	https://www.valdosta.edu/academics/library/services/distance-education.php
Admissions	Graduate School	229-333-5694	https://www.valdosta.edu/academics/graduate-school/

Academic Resources

Odum Library – Odum library provides support for distance education. The services available can be found at <http://www.valdosta.edu/academics/library/services/distance-education.php>. In addition, journal articles can be located using GALILEO. There is also a [Live Chat](#) service where more complex questions about library services are answered.

Success Center – Students can get assistance with writing papers at the Success Center. The assistance is provided face to face or online. The steps to schedule an appointment can be found at <https://www.valdosta.edu/academics/graduate-school/writing-quality.php> or call 229-333-7570 to schedule an appointment. Other writing resources can be found on this page

APA Style - Purdue University offers online resources that will assist in writing your papers in APA style. Please visit <https://owl.english.purdue.edu/owl/resource/560/01/> for APA resources.

Technical Assistance

IT Helpdesk – a service that helps students with problems that they may experience related to technology such as passwords, internet connections, and software. Telephone number: 229-245-4357

Tutorials – Tutorials that students can use to learn how to use Blazeview effectively are located at <https://www.valdosta.edu/academics/elearning/blazeview.php>

Additional Blazeview Help Center – This is a toll-free number that students can call if they are experiencing problems while using Blazeview. **TOLL FREE 1-855-772-0423 or TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315**