

STUDENT HANDBOOK



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

**www.valdosta.edu/COUN
2026-2027**

**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 Meetings

Both the school counseling and clinical mental health counseling concentrations of the Counselor Education program are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs) through April 2033. CACREP requires that students meet on campus twice during the program. The meeting will take place from October 9, 2026-October 11, 2026.

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 prepare 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.

Program Objectives

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

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Students will demonstrate a strong professional identity in their specialized practice area with an understanding of the history, trends, ethical and legal issues, and credentialing process.

SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

Students will demonstrate multicultural competence through counselor self-awareness, understanding the client's worldview, understanding how shared and unshared identities influence the counseling relationship, and choosing appropriate counseling and advocacy interventions.

LIFESPAN DEVELOPMENT

Students will demonstrate a broad knowledge base of human development across the lifespan, including biopsychosocial factors that impact risk and resilience.

CAREER DEVELOPMENT

Students will demonstrate knowledge and application of career development, counseling, and decision-making with an understanding of the interrelationships between education and training, work, occupation, and wellness.

COUNSELING PRACTICE AND RELATIONSHIPS

Students will demonstrate a personal model of counseling that includes counseling theories, skills, and techniques and will apply evidence-based strategies for prevention and intervention within their specialized area of practice.

GROUP COUNSELING AND GROUP WORK

Students will demonstrate characteristics of effective group leaders, including an understanding of group processes and counseling skills to effectively implement group work within their specialized area of practice.

ASSESSMENT AND DIAGNOSTIC PROCESSES

Students will demonstrate the use of assessment methods and procedures within their specialized practice area and use the assessment data to inform prevention, intervention, referral, and consultation.

RESEARCH AND PROGRAM EVALUATION

Students will demonstrate the effective use of research in identifying and evaluating counseling theories, interventions, practices, and program evaluation designs and procedures.

PROFESSIONAL DISPOSITIONS

Students will demonstrate professional dispositions, including integrity, problem-solving, flexibility, responsiveness to feedback, self-awareness, commitment, initiative, and respect.

Counselor Education Program Overview (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 has been approved by the Georgia Professional Standards Commission for School Counselor certification. The clinical mental health counseling track is a CACREP accredited program that meets the educational requirements for Licensed Professional Counselors in the state of Georgia. The program requires a minimum of 60 graduate credit hours and 700 clock hours of practicum and internship experience. In addition, Georgia Professional Standards Commission requires that school counseling students complete a special education course and gain experience working at all school levels.

Benefits of CACREP Accreditation

Accredited Programs provide the following to students:

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

Technology requirements

Students enrolled in the program must have access to a computer with email and internet capabilities. Additionally, programs such as Respondus Lockdown Browser, Respondus Monitor, and Microsoft Office also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents. As part of their graduate coursework, students will download Respondus Lockdown Browser with no charge. Students may download Office 365 with no charge at the following link.

<https://www.valdosta.edu/administration/it/solutions/vsu-accounts/microsoft-education.php>.

NOTE: Respondus LockDown Browser and Respondus Monitor may not function on devices or networks with institutional security settings managed by third-party organizations (e.g. school districts). Therefore, students should ensure that they have access to a computer that permits installation of the required software. For students who can access VSU's campus, appropriate devices such as laptops and webcams can be

checked out from Odum Library's New Media Center (NMC). The NMC is located on the 1st floor of Odum Library, room 1240. Alternatively, students may reserve rooms in the NMC or utilize any open study rooms outside the NMC that may meet their needs. Their hours of operation and equipment loan procedures and policies are available on the New Media Center website <https://www.valdosta.edu/academics/library/depts/media-center/>

Technical Support Information

If you have technical problems with BlazeVIEW, contact technical support for the respective sites immediately and file a report as documentation. It is the student's responsibility to file the report. Failure to file a report will result in an unexcused missed assignment. Although course instructors are available to help students with understanding and learning the content of the course, instructors cannot

help with technical issues. Technical support contact information is available on BlazeVIEW and here: *Center for eLearning* <https://www.valdosta.edu/academics/elearning/eLearning-Help-Support.php>

- The Center for eLearning is available during VSU's standard operating hours, Monday-Thursday: 8 a.m.-5:30 p.m. and Friday: 8 a.m.-3 p.m. (ET). Phone: 229-245-6490
- Email: elarning@valdosta.edu
- Converse Hall, Suite 3200
- *Desire2Learn (D2L) Help Center*: <https://d2lhelp.view.usg.edu/>
24/7, 365 technical support for BlazeVIEW D2L is provided by the D2L Help Center.
- Phone: 1-855-772-0423
- Phone (hearing impaired): 1-800-892-4315 DHC Helpdesk chat: Link on BlazeVIEW

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.

All classes are online in either a synchronous (classes meet virtually in real time) or asynchronous format (no meetings). Counseling knowledge courses are often offered asynchronously, and counseling skills and techniques courses are typically offered synchronously. For synchronous classes, students meet with the instructor virtually at scheduled times (usually once a week or every other week). Synchronous classes are designated with an asterisk in the course sequence below.

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 2000 or SPEC 7000).

Course Syllabi

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.

Small Group Experience Course Requirements

Students enrolled in Orientation to Counseling as a Profession (COUN 7800) will be involved in a small group experience for a minimum of 10 hours per semester and are expected to engage in growth experiences that will include self-disclosure (CACREP 3.F.10.). Starting an online graduate counseling program likely provokes a variety of both positive and negative thoughts and emotions. In our experience, novice counseling students significantly benefit from support provided through building relationships with each other and more experienced counseling students. Over the course of the academic term, students in the course will participate as group members in online small group activities, approved by the program. Small group activities will be peer-led by second year student counselors enrolled in Group Counseling (COUN 7450) and will focus on sharing experiences, fostering self-care and coping skills, and building resilience. Small groups will meet *synchronously* (in real time) at scheduled times throughout the semester for a minimum of 10 clock hours. Group participation is a mandatory experience for first year students.

Maximum Enrollment Hours

The maximum number of course hours a student may enroll in is **12 graduate credit hours**.

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 required professional exams before finishing the program. It is imperative that students follow the

established sequence, and any deviation from the sequence must be noted in the degree plan. Any deviation from the program of study will delay the graduation date.

MED School Counseling Summer Admit Course Sequence

I Summer 1 - 2025	Fall 1 - 2025	Spring 1 – 2026
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 - 2026	Fall 2 - 2026	Spring 2 - 2027
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
		COUN 7830 – Consultation and Advocacy in School Counseling
SPEC 2000/7000 may be taken in Summer 1, Summer 2, or Spring 2		

MED Clinical Mental Health Counseling Summer Admit Course Sequence

Summer 1 - 2025	Fall 1 - 2025	Spring 1 - 2026
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	Elective I
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 - 2026	Fall 2 - 2026	Spring 2 - 2027
PSYC 8250 – Developmental Psychology	COUN 7450 – Group Counseling	COUN 7992 – Internship II

COUN 7981 Practicum	COUN 7470 – Counseling Culturally Diverse Populations	COUN 7950 – Assessment
COUN 7430 – Ethics and Professional Issues in Counseling	COUN 7991 – Internship I	CMHC Elective 2
		COUN 7890– Issues in MHC

Field Experience, Practicum, and Internship

Field experience is an integral part of the Counselor Education Program. Students **must** accumulate separate hours for each course in which field experience is required. Applications may be obtained from the course instructor. Students must obtain liability insurance prior to beginning field experience. 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 November 20, Summer Semester by March 15, and Fall Semester by April 30. 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.

Field Experience, Practicum, and Internship Required Hours

Course	Number of Hours	Specific Contact Hours
COUN 7450	10	10 hours leading a group experience
COUN 7800		10 hours participating in a group experience
COUN 7930	20 (school only)	
COUN 7981	100	40 Direct Contact
COUN 7991	300	120 Direct Contact
COUN 7992	300	120 Direct Contact
In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (CACREP 4.E).		

Additional School Counseling Experience

- Hours must be completed at each school level (P-2, 3-5, 6-8, and 9-12) during practicum and internship.
- 30 hours during practicum and internship must be spent working with students with disabilities and 50 hours must be spent working with an administrator.
- 50 hours of group counseling. 25 during Internship I and 25 during Internship II.

A **mandatory meeting** will be scheduled at the beginning of the first fall semester for all clinical mental health counseling students and school 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 eight 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 field experience coordinator prior to beginning the field placement

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. Students will be provided with a listing of current training partnerships in the mandatory practicum and internship meeting. However, given students prefer to complete practicum in their local community, the program continually approves and establishes new placements. After identifying a new placement opportunity, students will complete and submit a practicum application. The program will then use the information on the application to verify the site supervisor's credentials and set up a meeting to discuss the program's internship requirements in light of the clinical experiences and supervision that the site can provide. After the vetting process is complete and it seems to be good fit, the program will formally establish a legal MOU between VSU and the agency for student training. 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 field experience coordinator prior to beginning the field placement. Students must obtain liability insurance prior to beginning practicum experience.

Internship

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 4.P. The requirement includes 600 clock hours of internship with 240 of those hours being direct service clock hours. Students must acquire direct service experience in both individual counseling and group counseling modalities. Internships will occur over two semesters with the student working 20 hours per week at the site. Applications for internship must be submitted and approved by the field experience coordinator for the semester before beginning the field placement, and hours cannot be counted until the site has been approved.

Students in the Clinical 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.

EDUC 5999: Professional Orientation

Zero-credit hour course - complete requirements in preparation for field experience.

Both Concentrations:

- Complete criminal background check
- Complete online minors on campus training and background checks
 - Time sensitive process coordinated by the COEHS Advising Center.
- Read and sign the ethics survey
- Complete CITI training
- Purchase and show proof of student 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 and the dates that the student is insured.
 - At 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.
 - See page 15 of the student handbook for specialty area companies that provide liability insurance.
- Join and verify membership of professional organization membership
 - American Counseling Association (ACA)
 - Licensed Professional Counselors Association of Georgia (LPCA of GA)
 - Georgia School Counselor Association (GSCA)
 - See page 28 of the student handbook for additional professional organizations.

School Counseling Only:

- Create an account and "claim enrollment" with the PSC for certification

Assessment of Dispositions, Knowledge & Skills

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

Professional Dispositions

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

Ethical: the candidate maintains confidentiality; there has been evidence of ethical decision making; demonstrates appropriate standards of conduct in all interaction within and beyond the university or community.

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. Licensure and certification examinations
8. Disposition Survey

The admission process is the first assessment. Once admitted to the program, student academic performance is assessed in each class. 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' grades are evaluated. 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. The faculty also conducts an annual evaluation of student performance. During fall advisement, the student's advisor will provide the student with a summary of his or her performance that includes grades, Key Performance Indicators (KPI), 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 establish goals that will address areas that need improvement.

In addition, there are Key Performance Indicators that are associated 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 the course syllabus. Students' performance on the Key Performance Indicators is evaluated during the annual student review.

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 all admission requirements for admission to the M.Ed. in Counselor Education. Admission requirements 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 expectations, policies and procedures of the Counselor Education program. Students will receive a handbook at the orientation session that addresses important components of the program.

EDUC 5999

A satisfactory grade in EDUC 5999 is required for 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.

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. Any course that a student receives a grade of D or lower will have to repeat the course, which in turn will delay graduation.

Practicum and Internship

Students must complete 100 hours at a practicum site and 600 hours 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. Students must earn a “Satisfactory” for all practicum and internship courses. An “Unsatisfactory” grade results in 3 deficiency points. Any student that has three deficiency points will be dismissed from the counselor education program.

Annual Evaluation

The faculty review students’ knowledge, skills, and dispositions throughout the year and conducts an annual review of each student during spring semester. The results of the evaluation are typically discussed with students during fall advising.

Graduation

Requirements

- Satisfactory completion of required coursework
- Minimum 3.0 GPA
- Attempting the appropriate certification or licensure examination

- 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.

Licensure or Certification Examination

Those students in the school counseling track must attempt the School Counseling GACE I and II prior to graduation. This also applies to students who do not live in the state of Georgia. Georgia does have reciprocity with all 50 states. To become certified in the state of Georgia, students must pass the GACE I and II in school counseling.

School Counseling students must complete the following courses before taking the GACE I and II examinations:

- COUN 8250 Human Growth and Development
- COUN 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
- COUN 7010 Comprehensive School Counseling
- COUN 7420 Counseling Children and Adolescents
- COUN 7430 Ethics
- COUN 7981 Practicum
- COUN 7991 Internship I

Students in the Clinical Mental Health Counseling Track must attempt the National Counselor Examination (NCE) or the National Mental Health Counseling Examination (NMHCE) prior to graduation by participating in the application process for the National Certified Counselor (NCC). National certification is not the same as state licensure. However, state licensure boards also require a passing score on at least one of these examinations as part of their licensure process. It is important that students check the licensure requirements in the state(s) in which they are applying for licensure before they choose an examination, as each state has its own examination requirements for licensure. The state of Georgia accepts both the NCE and NMHCE.

Additional information for students about the NCC process is available at <https://www.nbcc.org/resources/applicantresources/studentinformation#student-info>.

Students will be endorsed for the NCC process and complete their application during Internship I and then usually schedule the examination during Internship II. Clinical Mental Health Counseling students must complete the following courses before taking the NCE or NMHCE:

- COUN 8250 Human Growth and Development
- COUN 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
- COUN 7430 Ethics
- COUN 7200 Psychopathology and Diagnosis
- COUN 7470 Counseling Culturally Diverse Populations
- COUN 7981 Practicum
- COUN 7991 Internship I

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 regulate 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 in Georgia 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 or apply by examination waver. More information about how to apply for Georgia state licensure is available at <https://sos.ga.gov/how-to-guide/how-guide-professional-counselor>

The application for Associate Professional Counselor (APC) includes the following required documents:

1. Completed, signed, and notarized application with fee.
2. National Board Scores - Applicants who have previously taken the required examination shall instruct the testing authority to report their score to the Board.
3. Official Degree Transcripts - The applicant must have earned a master's degree in a program primarily counseling that includes a supervised practicum or internship of at least 600 hours. The approved program must be substantially similar in coursework and content to a CACREP program. The program should be accredited by either CACREP or a regionally accredited program recognized by CHEA.
4. Contract Affidavit - Registration of a five-page contract for obtaining postmaster's directed experience under supervision.
5. Affidavit of Citizenship

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. Once the required two years of direct experience is complete, applicants may apply for a license in Professional Counseling. "Two years of Directed Experience" means a minimum of 2000 hours of directed experience with 70 concurrent supervision hours, acquired within a period of not less than twenty-four months.

Each state sets its own requirements for clinical mental health counseling licensure due to a combination of factors including state autonomy, differences in local needs and resources, and the desire to ensure adequate training and competence for professionals. State boards of counseling, which regulate the profession, have varying priorities and interpret national standards in their own ways. Likewise, new licensure rules may be adopted or periodically revised by state boards to reflect trends or changes in the

profession. The CMHC concentration of the MED Counselor Education program currently meets the educational requirements for licensure application in the state of Georgia. However, it is the students' responsibility to keep up to date with proposed changes in licensure requirements in Georgia and to ensure that the program meets the educational requirements for licensing boards in other states.

Counselor Education Program Policies

Student Recruitment Policy

The policy of the Counselor Education program mirrors that of 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 counseling professionals that are prepared to work in a diverse society.

Graduate Retention, Remediation, and Dismissal 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 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. 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.

Transfer credit will not be accepted for previous graduate degrees conferred. However, the program may consider transferring up to 6 credit hours of coursework from a CACREP accredited institution when a degree was not conferred. 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.

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.

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.

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). 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. The 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 behavior or manners, 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 the 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. A faculty member has concerns about student's ability to engage in unimpaired professional practice due to personal adjustment difficulties or similar factor. The faculty member attempts to address such concerns in an informal meeting with the student, and documents details of meeting.
2. If a more formal review becomes necessary, the 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. The 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.

Possible Outcomes resulting from Retention, Remediation, and Dismissal Policy

Potential consequences that may result from the retention, remediation, and dismissal process.

1. Retention in the program
2. Remediation and retention in the program
3. Remediation and dismissal from the program
4. Dismissal from the program

Program Dismissal and Grade Appeal Policy

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](#).

Potential Outcomes

1. Dismissal from the program
2. Readmission to the program
3. Readmission to the program with a remediation plan

Grade Appeal

The appeals process is initiated by 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):

- 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.

Potential Outcomes

1. Grade remains the same
2. Grade is changed

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

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 Counselor Education program will be endorsed once they have 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 Counselor Education Program from the Counselor Program Director.

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.
 - 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.

Student Signature

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 involve social media, texting or their personal cell phones. School counseling students should not "friend" public school students, follow them on twitter, text them from your personal cell phone, or engage in any other behavior involving social media that might not be seen as professional.

Professional Organizations

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

American Counseling Association (www.counseling.org),
 American School Counselors Association (www.schoolcounselor.org),
 Georgia School Counselors Association (www.gaschoolcounselors.org),
 American Association of Specialists in Group Work (www.asgw.org).
 Georgia Professional Standards Commission (www.gapsc.com),
 Georgia Composite Board of Professional Counselors
 (<http://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)
 Student Professional Association of Georgia Educators (<https://www.pageinc.org/>)
 National Career Development Association (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, 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 people 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 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.

Students 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 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/>.

Access Office

Students with disabilities who are experiencing barriers in a course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is in University Center Room 4136, Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email access@valdosta.edu.

To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodation is medically necessary.

Many forms can be found online to save you time and effort, but you can also schedule a meeting if you have any questions throughout the process. While this process can be initiated at any time, it is recommended that students contact the Access Office as early as possible in their academic career. The Access Office follows the guidelines of the **Board of Regents**. <https://www.valdosta.edu/student/disability/>

Appendix A

Grade Appeal Form

VSU FINAL GRADE APPEAL PROCESS AND FORM

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
student

Date when decision communicated to

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 B

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 C

Graduation Checklist

Graduation Checklist

Applying to Graduate one semester prior to completing the program:

- ☐ Attempt either the GACE or NCE/NMHCE.
- ☐ Must have a 3.0 GPA to graduate.
- ☐ 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.