



**FORT VALLEY  
STATE UNIVERSITY**

**COUNSELING**

College of Education  
and Professional Studies

***Counseling Department  
Handbook***

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Fort Valley, GA 31030

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## **INTRODUCTION**

This handbook is designed to provide relevant information and requirements for prospective and current students related to the master's level graduate programs offered by the Department of Counseling at Fort Valley State University. The handbook addresses all graduate study policies, procedures, requirements,

duties, and expectations set forth by the Department of Counseling. Students admitted into any of the Department of Counseling programs are provided a copy of the handbook at the new student orientation session when they enroll in the program. At times, policy updates, curricular revisions, and/or accreditation changes may necessitate revisions to this handbook by the Department of Counseling. Students will be notified of such changes and will be provided with a copy of the updated handbook. Unless otherwise noted, all changes made to this current version of handbook are effective immediately.

As a graduate student of the Counseling Department, it is your responsibility to read and familiarize yourself with the information contained in this handbook. Students are required to sign and submit a Statement of Understanding (located at the end of the Handbook) during the first semester of enrollment in the program. Specific instruction on submitting this form will be provided during the new student orientation session scheduled at the beginning of each semester.

## **FORT VALLEY STATE UNIVERSITY**

### **Mission Statement**

The mission of Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles

articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of counselor training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology, and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to the following:

- Community outreach through the concept of the communiversity, an approach that highlights the interdependence of community and university.
- Expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- Sparking within our candidates an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;
- Preparing candidates through a mentoring approach for the opportunity to serve while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
- Encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
- Providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, animal science, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- Otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

## **COUNSELING DEPARTMENT**

### **Mission Statement**

The mission of the Fort Valley State University Counseling Department is to serve as a solidified foundation for our graduate students and prepare them with the knowledge, skills, and dispositions needed

to become critical thinkers, ethical practitioners, and efficient counselors working with diverse populations and in various settings.

### **Department Objectives**

The FVSU Counseling Department Faculty prepares professional counselors who exemplify the following qualities:

- Effectively counsel diverse groups, including those represented by race, ethnicity, gender, sexual orientation, religion/spiritual affiliation, and age are culturally responsive and competent, and advocate for those who have been historically marginalized
- Effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings
- Utilize and conduct research, assessment, and evaluation in the counseling process
- Embody a strong counselor identity and are committed to ethical and legal practice as professional counselors.

### **The Profession of Counseling**

As a student who has applied and been accepted into this program, you agree to the standards established by the profession, the program, and the graduate school of Fort Valley State University. We expect that all students will conduct themselves with integrity, honesty, and respect for the diversity of others. It is agreed that you comply with the program's practices that ensure your preparation as knowledgeable, competent, and caring practitioners.

As we engage in the preparation of future counselors, we adhere to multiple sets of ethical guidelines, practices, and policies to which all candidates must adhere. These will be referred to periodically in your courses, as appropriate. It is the responsibility of each student to comply with these guidelines while enrolled in the program and especially while participating in the field experience. Unacceptable behaviors and practices, as well as violations of the student code of conduct, will result in appropriate disciplinary action, up to and including removal from the field experience and/or dismissal from the program. Standards of behaviors are included in this handbook and should be reviewed carefully.

### **Program Faculty**

All program faculty meet the profession's accreditation standards and hold credentials in professional counseling. In addition, many of the faculty are practitioners in the field, conduct research, and contribute to the body of knowledge through research and publishing. They also serve as active and contributing members of committees at Fort Valley State University and hold memberships and positions in professional counseling organizations.

### **Department of Counseling Graduate Faculty and Staff**

#### **Full-Time Faculty**

Tamara Brown Payne, Ph.D., LPC, CRC, NCC, ACS, CHLC  
Department Chair  
Professor of Clinical Rehabilitation Counseling

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Anissa Howard, Ph.D., LPC, LMFT, RPT-S, ACS, NCC, CAADC  
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Bridget Holyfield Moss, Ed.D., LPC, CPCS, ACS, NCC  
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 Interim Coordinator of School Counselor Education  
 Associate Professor of Clinical Rehabilitation Counseling  
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 Assistant Professor of Clinical Mental Health Counseling  
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### **Administrative Staff**

Chantel C. Hendricks  
 Administrative Assistant/Marketing & Recruitment Specialist  
 Email: [chantel.hendricks@fvsu.edu](mailto:chantel.hendricks@fvsu.edu)

### **Adjunct Faculty**

The Department of Counseling employs adjunct faculty on an as-needed basis. Adjunct faculty course assignments are subject to change and should not be considered permanent assignments. They are contingent on student enrollment and course requirement sequencing. While adjunct faculty do not maintain offices on campus, they are accessible via university email.



## **Orientation**

All new students must attend the departmental orientation. Students admitted to the program must also participate in a departmental orientation course. This course introduces the student to program requirements and expectations and provides an overview of the institution and its resources, department policies and procedures, and specialty requirements.

## **Graduate Studies Orientation**

The orientation course is a zero-credit course that is offered in an online format. The class grade is either a Satisfactory (S) or an Unsatisfactory (U). It is a self-paced course that must be completed prior to the last day of class. It covers policy and procedures, program requirements, student services, library resources, field experience guidelines, research protocol, the American Psychological Association (APA) style format, and how to navigate the Desire to Learn (D2L) program. This course is comprised of a sequence of modules. Each module consists of readings, videos, quizzes, and other learning materials. Students must pass each module quiz with a score of 90 or better to advance to the next module. Students must score 80% or better on the writing assignment. Failure to meet these requirements will result in a grade of U (unsatisfactory), and the student must notify his or her advisor and register for the course the following semester.

## **Accreditation**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Counselor Education at Fort Valley State University: Clinical Mental Health (M.S.), School Counselor Education (M.Ed.), and Clinical Rehabilitation (M.S.).

CACREP provides governance to counselor education. Its purpose is to provide guidance to programs whose mission is to educate and graduate counselors. CACREP has established a set of minimal counseling standards that guides programs in what students should be taught. These standards help to provide credibility to the profession of counseling. Accreditation ensures that our graduates are academically competitive with graduates of other programs and are credible. The State of Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists have adopted the CACREP standards as the gold standard for licensed professional counselors. The Counseling Department at FVSU offers counseling programs that meet the educational requirements students need to apply for professional licensure in Georgia. The education requirements may not be applicable for license or certification in other states. Students are advised to check with the license certificate board in other states where one desires to practice.

## **DEPARTMENTAL CORE CURRICULUM**

The following courses comprise the department's CACREP aligned core courses. Each specialty includes these vital courses as a part of the graduate specialty program curriculum.

CACREP CORE AREA	COURSE*	COURSE TITLE	CREDIT HOURS
Professional Counseling Orientation and Ethical Practice	MLHC 5422	Seminar in Professional Orientation and Ethical Practice	3
	EDSC 5203	Foundations of Professional Ethics and School Law	
	RCCM 5413	Introduction to Case Management	
	RCCM 5403	Introduction to Rehabilitation Counseling	
Social and Cultural Diversity	COUN 5553	Multicultural Counseling	3
Human Growth and Development	COUN 5463	Human Growth and Development	3
Career Development	COUN 5443	Career and Lifestyle Development	3
Counseling and Helping Relationships	COUN 5623	Counseling Theories and Process	3
Group Counseling and Group Work	COUN 5633	Group Theory and Process	3
Assessment and Testing	COUN 5733	Psychological Tests and Evaluation	3
Research and Program Evaluation	COUN 5543	Research and Program Evaluation	3

\*See Course Descriptions in the Appendix.

These courses are required for program completion. Some courses are cross listed, which means they are applicable to more than one program. All such courses are designated by their respective programs. Each student is responsible for discussing the proposed program of study with his or her advisor prior to registering for courses. Not all courses taken are acceptable substitutes for the program's required course of study. Using the electronic version of this handbook, students may click on the course name and review, the course description, credit hours, etc.

The programs' curricula are designed to address the eight core areas outlined by CACREP. The courses are developed to meet the standards for each area of study. In addition, the coursework meets standards outlined by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage

and Family Therapists. The programs meet the academic requirements for licensure in the State of Georgia. It is the applicant's responsibility to ensure they meet additional requirements, such as required hours of supervision and postgraduate practice. The faculty provide an overview of the licensure process. All programs adhere to the requirements and guidelines of the State of Georgia composite board. Any student seeking licensure in another state must contact that state licensing board for requirements.

### **Elective Courses**

Students may elect to take additional courses from other counseling professions or other fields of study. Students must discuss this with their advisor before enrolling in such courses. Financial Aid does not pay for any courses taken outside of FVSU or for any undergraduate level courses.

### **Curriculum Sequence**

A structured curriculum sequence is offered to assist students in matriculating through the program in a systematic, orderly, and efficient manner. Clinical Rehabilitation programs are comprised of 60 to 61 semester credit hours. Students may complete the master's level program in two years; however, taking fewer than 12 courses per semester will lengthen the time for program completion. Courses are offered at specific times during certain semesters and depend on the availability of faculty. Not all courses are offered each semester, so it is important for students to follow the curriculum sequence. Failure to enroll in a course when offered, or failure to complete a course satisfactorily, will also result in delayed program completion. Programs reserve the right to add courses and/or make course requirement substitutions and adjustments, which may result in some courses not being offered during the intended semester. Students will follow the Graduate Catalog and balance sheet upon admittance in the program. Please see the statement below referring to the Graduate Catalog.

*“The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution. While every effort has been made to ensure accuracy of the material stated herein, Fort Valley State University reserves the right to change any provision listed in this catalog including, but not limited to, academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of changes.”*

Courses will sometimes meet the mandatory enrollment cap before a student is able to register for the desired course. It is, therefore, imperative that students register for classes during the early registration process each semester. Otherwise, they risk being able to register for their desired course(s), thus extending the time for completing their respective program of study. Students must contact their assigned advisors to ensure selection of the appropriate courses and to monitor their progression through the program.

### **Academic Advising and Mentoring**

Counselor identity development is a formative process that involves exploring and working to integrate knowledge, skills, values, attitudes, beliefs, and behaviors of the profession into one's desired professional role and character/persona. Faculty serve as mentors to students as they progress on their academic journeys. Each student is assigned an academic advisor upon acceptance into the program. Responsibilities of the academic advisor are as follows:

- a) Meet with their assigned advisers to provide advice about course selection, course sequencing, and progression toward graduation.
- b) Review balance sheets to approve courses for registration.
- c) Develop the graduation plan.
- d) Discuss internship and career opportunities.
- e) Discuss with students any program or academic issues, changes, or challenges, and develop a Student Improvement Plan, if needed.
- f) Assist students with knowing about campus resources and how to access them.
- g) Review the students' academic transcript after each semester to ensure GPA requirements are being met and that the student is on the path toward graduation.
- h) Complete requested paperwork, which may include but is not limited to:
  - a. Financial Aid Probation Form Student Academic Progress (SAP)]
  - b. Application for comprehensive exam
  - c. Checklist to ensure all requirements are met for practicum and internship and that attendant applications are completed
- i) Provide mentoring and career guidance as appropriate

This is not an exhaustive list of roles and responsibilities of graduate level academic advisors. Students may present any concerns about the program, course sequencing, scheduling, counseling needs, etc.

### **Field Experiences: Practicum and Internship**

This brief overview is not intended to address all aspects of the field experience. Students must meet with their advisor to ensure all requirements are met before applying for the field experience. Students must also attend the Field Experience Orientation the semester before starting the field experience. A separate handbook provides more comprehensive information about the field experience. Students are responsible for reviewing the contents and adhering to all requirements included in the field experience handbook. Failure to complete required tasks may result in denial of permission to participate in the field experience and/or removal from the field experience altogether. Either action may delay the expected or proposed graduation date. All sites must have a memorandum of understanding (MOU), or placement agreement contract signed by both the site and the university before a student will be permitted to start the field experience.

The field experience adheres to CACREP standards and is provided to ensure that students receive a rich experience in the counseling profession by working with clients, professionals, and community providers. The field experience is an opportunity for students to utilize and demonstrate knowledge, skills, and abilities gained through coursework, experiential activities, and assigned readings.

In accordance with university and professional standards, the field experience must be conducted in a setting that allows for audio recording and/or videotaping of client sessions. Otherwise, the site supervisor must conduct live supervision. While not all sessions must be recorded or observed, it is imperative that the type of supervision be documented and that the student receives timely feedback as to his or her performance.

Students in the field experience must also provide proof of liability insurance. Site agreements, professional membership, and liability insurance must also be verified before placement starts. Failure to do so will result in suspension of the student's assigned placement. Placement will be made upon submission of the required documents. Per program standards, the field experience must be conducted in a setting that will allow for the audio recording and/or videotaping of client sessions, or the site supervisor must conduct live supervision. Not all sessions need to be recorded or observed. However, the type of supervision of the selected session(s) must be documented, and the student must receive timely feedback as to their performance.

### **Practicum**

The practicum is a counseling technique and skill focused field experience. It is a full-semester course requiring at least eight weeks of course work. The student must complete 100 clock hours in a counseling setting with clients aligned with the counseling program. Forty hours of the student's time must be spent on site with actual clients. Mock sessions are prohibited; and friends, family members, and others outside the counseling setting are not permitted to be present for the practicum. One purpose of the practicum experience is to provide opportunities and activities for students to interact with clients where development of counseling skills is occurring. These hours are documented on the log sheet provided by the program and submitted to the course instructor.

The site supervisor is required to provide weekly reports to document supervision of the student. In addition, only official forms provided by the university are acceptable. The supervision may be provided one-on-one or triadic. No more than two supervisees shall be in attendance. Supervision is conducted in collaboration with the university supervisor, who shall have a minimum of three contacts with the site supervisor during the field experience semester. The site supervisor must evaluate the student at the midterm and at the end of the semester. Students will evaluate their experience at the end of the semester. All required paperwork must be completed and submitted to the instructor by the end of the semester.

Students are required to attend 1½ hours of weekly supervision sessions conducted by the counseling program. This supervision is provided in group format, with the number of students present being determined in adherence to CACREP standards.

### **Internship**

The field experience internship requires completion of a 600 clock- hour experience, with 240 of those hours being spent with actual clients in a counseling relationship. Programs divide those required hours into two internships, which are designated as Internship I and Internship II.

The 600 clock hours are divided into 300 clock hours each semester. Of the 300 hours, 120 are required to be spent with actual clients in the practice of counseling. The hours must be documented on the log sheet provided by the department.

The site supervisor is required to provide documented supervision with the student each week, using forms provided by the university. The supervision may be provided one-on-one or triadic. No more than two supervisees shall be in attendance. The supervision is conducted in collaboration with the university

supervisor, who shall have weekly contact with the site supervisor. The site supervisor will evaluate the student at the midway point and at the end of the semester. Students will evaluate their field experience at the end of the semester. All required paperwork will be completed and submitted to the instructor by the end of the semester.

Students are required to spend 1½ hours in weekly supervision by university program faculty. This supervision is provided in group format, with the number of students present determined in adherence with CACREP standards.

Students should consult the Field Experience Handbook for a more thorough understanding of the field experience and its requirements. All forms referenced in this section are included in the Field Experience Handbook.

### **Group Counseling Requirement**

According to the Council for Accreditation of Counseling and Related Programs (CACREP) standards, students must meet for a minimum of 10 clock hours per semester in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant and facilitator of small group counseling. The group experience must be completed during the practicum or internship. An additional group experience will occur in COUN 5633.

### **Professional Development**

Students are encouraged to become members of the American Counseling Association and participate in other professional counseling organizations and events. The professional organizations offer student memberships at a discounted rate. The department encourages all program students to engage in professional development opportunities offered through relevant specialty specific professional organizations, which include the National Rehabilitation Association (NRA), American Mental Health Counselor Association (AMHCA), and American School Counselor Association (ASCA).

#### ***Licensed Professional Counselor Association of Georgia (LPCA, GA)***

LPCA is an organization that unites Licensed Professional Counselors (LPCs) and future LPCs in the state of Georgia. It represents the interests of Professional Counselors to both state and national legislators and to the Georgia Composite Licensing Board. LPCA raises public awareness about mental health issues and the role of LPCs, promotes ethical and professional standards for practice and licensure, and provides training and networking for its members. LPCA is a state chapter of the American Mental Health Counselors Association (AMHCA). The LPCA hosts a counseling conference each year in May. Students may participate through volunteering. [www.lpcaga.org](http://www.lpcaga.org)

#### ***American Counseling Association (ACA)***

ACA is a not-for-profit organization dedicated to the growth and enhancement of the counseling profession. It provides education and both community and professional development opportunities for more than 58,000 members, including counselors in various practice settings and counselors in training. Most often, ACA is suggested as a relevant professional organization for student

involvement. Students may obtain liability insurance by becoming a member and are encouraged to participate in other student opportunities. [www.counseling.org](http://www.counseling.org)

### ***National Rehabilitation Association (NRA)***

NRA is the oldest professional member organization in the United States that advocates for the rights of individuals with disabilities while also promoting high quality, ethical, and collaborative practice across the rehabilitation profession. NRA, comprised of counselors, educators, researchers, and diverse agents of community integration, is committed to continuously impacting and improving upon the multifaceted conditions across society necessary to enhance the quality of life of individuals with disabilities, their families, and their communities. [www.nationalrehab.org](http://www.nationalrehab.org)

### ***American School Counselor Association (ASCA)***

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career, and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, and research and advocacy to school counselors around the globe. [www.schoolcounselor.org](http://www.schoolcounselor.org)

Sometimes, program faculty will publicize opportunities for professional development, workshops, trainings, and conferences. These will be sent out through email, a posted flyer, or classroom announcements. Some students may receive personal invitations to selected events identified by faculty as more suitable.

## **Student Organizations**

### **Chi Sigma Iota Academic and Professional International Counseling Honor Society**

Chi Sigma Iota offers students networking opportunities, research grants, leadership development, and professional development. Faculty members nominate students who demonstrate academic excellence via a GPA of 3.5 and leadership qualities and/or potential. Students are initiated yearly into the society each spring. The honor society also accepts FVSU alumni who graduated from one of the counseling programs.

### **The Counseling Spot Newsletter**

*The Counseling Spot* is a monthly newsletter about events, happenings, and accomplishments in the department. It highlights accomplishments by alumni and current students. The newsletter also features research conducted by department faculty and students. It provides updates on CACREP and its impact on curriculum and licensure. *The Counseling Spot* includes a calendar of activities hosted by the department, such as Disability Awareness Day and Mental Health Awareness Day.

## Technology Requirements

The technology requirements and standards for Fort Valley State University are found on the IT website at <https://www.fvsu.edu/about-fvsu/office-of-information-technology>. Students should maintain up-to-date hardware and software to participate in online and face-to-face instruction. FVSU utilizes the Brightspace/D2L platform for online instruction. Should students encounter any difficulties or require additional support with this platform, they are encouraged to contact the Office of Online Learning.

Computer literacy is required of all students. Computer technology skills beyond word processing is necessary, including hardware, software, and peripheral installations. Students should be able to create and save documents in formats compatible with the current university standard of Microsoft Office Suite. Students may be expected to use word processing and presentation software in their academic courses. Other requirements include stable internet connectivity and regular use of university email. The Department of Counseling will not teach or train students in basic computer use.

## Financial Assistance

Students attending Fort Valley State University may apply for financial support by completion of the FAFSA each year. This process helps to determine the amount of financial aid for which you will be eligible. In addition, students may apply for a Graduate Assistantship position through the Graduate Studies Office. These positions are limited so interested students must apply early. Also, students applying for and accepting Graduate Assistantship positions should be aware that the financial support counts as part of the financial aid package. This may reduce the amount of loans or other financial support you may receive. Non-degree seeking students, such as students seeking certification only, may not be eligible for financial aid. **Please check with the Financial Aid office regarding your financial aid. First time students in the degree program will need to complete the FAFSA for the current summer (previous year) and the upcoming fall terms.**

## FVSU Scholarships

<https://www.fvsu.edu/academics/graduate-scholarships>

## Transient Policy

Students may apply to take the following non-cohort courses in other programs and transfer them into the Counseling program: Evaluation and Testing, Human Growth and Development, School and Family Consultation, and Counseling Diverse Populations. However, the courses must be from an approved CACREP accredited school or be strongly similar. Students must supply documentation that the course meets this policy. Students should discuss this with their advisors prior to taking courses to ensure that the courses taken are transferable to the Counseling program.

## Course Transfer

Certification students, students who have already begun coursework at other programs, and students who currently hold a master's degree have the option to transfer certain courses into the program or have previous work counted toward the degree. The policy of Graduate Studies is that only 15 hours may be



transferred into the program. The courses must be from a CACREP accredited program or a program strongly similar. Individuals wishing to enroll for job-related requirements, personal enhancement, or licensure but who are not seeking a degree, and students who are not eligible for regular admission or provisional admission may be admitted for non-degree admission or non-degree seeking student. Non-degree seeking students must also have taken courses from a CACREP accredited program or a program strongly similar.

## **Student Support Services**

### ***Office of Student Counseling & Outreach Services***

Location: Florence J. Hunt Wellness Center

SCOS Contact: (478) 825-6278

The Office of Student Counseling & Outreach Services provides in-person and telehealth professional mental health counseling services to students enrolled at Fort Valley State University and outreach services to students and residents of Peach and adjacent counties.

These activities are facilitated by licensed, trained, and highly credentialed personnel who uphold standards regarding the participant's anonymity while performing services in compliance with the highest ethical standards.

### ***Access and Accommodation Services***

Location: Peabody Hall Room 125

Contact: (478) 822-1072

The Access and Accommodations Services Department has a mission to promote an inclusive education experience and to provide equal access to students with disabilities while maintaining the integrity of the University's academic standards. We are dedicated to assessing the disability-related needs of students and providing reasonable accommodations so that they may achieve their educational potential and fully benefit from all aspects of the college experience.

Accommodations services are provided in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which define a person with a disability as one who has a mental or physical impairment that substantially limits one or more major life activities (walking, seeing, speaking, hearing, breathing, working, learning, and others). To receive these services, the student must present documentation of such impairment or disability.

### ***Assessment and Tutorial Services***

Location: Peabody Hall Room 118

Contact: (478) 825-6384

Assessment services support the testing needs of the university and the surrounding communities. This unit strives to create a testing environment that is conducive to each examinee's best test performance, while administering a variety of institutional, state, and national standardized examinations throughout

the academic year. Assessment Services provides tests and preparatory information, which are accessible to members of the university community and the public at large.

Tutorial Services and Supplemental Instruction provides free, high quality academic support to meet the needs of students outside the classroom. This endeavor is accomplished through different tutorial methods that provide one-on-one assistance, supplemental instruction, and group tutorial support for undergraduate students. All services provided are supervised in an academic assistance lab between 9:00 a.m. and 5:00 p.m.

### **Graduation Requirements**

Prospective graduates must take and pass all required coursework with a letter grade of “B” or better, obtain and maintain a minimum 3.0 grade point average, pass the program specific comprehensive examination, and demonstrate competency regarding counselor disposition and clinical skills. (Exams for specialty program are explained below in section program specialty section) The Counseling Department adheres to all graduation requirements prescribed by the Graduate Studies Office.

### **Professional Counselor Disposition (PCD)**

The Professional Counselor Disposition tool consists of ten dispositions identified as being consistent with those required of effective professional counselors. Entering students are expected to exhibit beginner-level dispositions and knowledge and refine them during the program of study. Results from the Professional Counselor Disposition (PCD) assessment are compared with the student’s entrance references, and statement of purpose submitted upon his or her initial admittance into the program. This is the baseline from which the student’s development will be monitored during his or her preparation toward becoming an effective counselor. The PCD is reviewed at three points in the program and during each field experience. Students having scores indicating below the “target” level must confer with the program advisor and, if necessary, will be placed on a Student Improvement Plan. The PCD will be applied to Internship II and will serve as part of the program exit process.

### **Student Retention, Remediation, and Review Policy**

The counseling programs have an obligation to the counseling profession to ensure proper readiness of persons desiring to become future licensed professional counselors. As such, the program seeks to recruit and retain students of diverse backgrounds who demonstrate suitable knowledge and dispositions for the profession. The program assesses students at various points during the program to inform them of the status of their progress, thus enabling them to take advantage of their strengths and work to eliminate any weaknesses.

In accordance with the standards of the American Counseling Association and the Council for the Accreditation of Counseling and Related Educational Programs, faculty in the Counseling Department are required to review students’ performance for mentoring and retention purposes and to assist them in successful progression toward graduation.

Student retention initiatives are established to promote students’ professional development across a variety of areas. Department faculty gather information on students through observation, testing, and

program designed instruments, which is designed to identify student strengths and weaknesses. Evidence of satisfactory performance during coursework, professional development, and practical skills is also monitored. Faculty consider students' strengths and provide additional opportunities, such as research, professional organizations, and co-presentations with faculty, to enhance their strengths. In addition, students' needs/weaknesses are identified, and faculty also use these results to develop individualized plans that address these areas and improve performance. The Student Improvement Plan is used to identify areas that need to be addressed and to develop a goal-setting plan for improvement. It is implemented at the beginning of the semester and followed up by the mid and end of the semester.

The student advisor may be asked to meet with a student regarding concerns raised by a classroom instructor, from faculty or site supervisor observations, or from assessment instrument results. This informal discussion will be documented in the student's assessment file. The student advisor may be able to assist in addressing minor, informal matters with the student that do not require intervention or attention from faculty.

A student whose GPA has fallen below 3.0 will be placed on academic probation. The program coordinator will notify the student by letter of his or her probationary status and advised that the GPA must meet the 3.0 requirement at the end of the next semester of enrollment. Students who display behaviors that are contrary to the University's standards of conduct will be given an informal warning.

Students whose outcomes on the initial and subsequent Professional Counselor Dispositions (PCD) assessments do not meet an acceptable level will be advised of their results and of the necessity of conforming to acceptable performance standards. Department faculty may work as a committee or appoint a subcommittee consisting of program faculty to review student' progress information, PCD assessment results, and faculty observations and disclosures.

## **Transfer Credit**

Per the Graduate Catalog: A graduate student may transfer graduate credit from a regionally accredited institution for up to fifteen (15) subject to the approval of the program and Academic Dean.

- The institution offers the graduate degree program for which the student has been admitted at Fort Valley State University. (Not required for transfer of ACE transcript credit.)
- An official transcript is sent directly to the program from the institution in which the graduate work was taken.
- The credit was earned no more than 7 years prior to the date of completion of the graduate degree.
- The student's advisor or major professor has to approve the transfer credit as a part of the student's approved program of study.
- A student pursuing a graduate degree at Fort Valley State University who plans to take graduate courses at another institution as a transient student must complete a Transient Permission Form, which must be approved by the advisor or major professor prior to enrolling in the transient courses. This procedure ensures that courses taken as a transient student at another institution

will constitute a part of the planned program of study. Students who take courses without prior approval are doing so with the possibility that the course may not count in the degree program.

- A degree candidate may not graduate at the end of a term in which (s)he is enrolled as a transient student at another institution.
- No grade lower than a “B” in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Fort Valley State University.

Students who take courses without prior approval risk having those courses not count in the degree program.

### **Formal Action-Retention Review**

The Department faculty or a program committee, as appropriate, will meet and discuss student concerns that indicate the need for a more formal course of action. Such indicators include but are not limited to the following:

- a. The student’s GPA has dropped below the 3.0 threshold, and it is not mathematically possible for the student to raise it to the minimum 3.0 by the end of the next semester of enrollment. For students who have exhausted the one-semester grace period, no subsequent consideration shall be given. The student will receive a dismissal notice and his or her upcoming schedule will be deleted.
- b. Students who failed to correct or adjust previous identified behavior or action, such as lack of proper respect toward others, lack of regard toward clients, and lack of professional responsibility toward clients, peers, or faculty consistent with the standards of ACA, CACREP, and respective program organization standard, i.e., American Mental Health Association and the Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist.
- c. Students who display volatile behavior in a course, e.g., name calling, aggression, making verbal threats, etc., and students who are convicted of a misdemeanor or felony in contradiction to any local or federal laws in the U.S.
- d. Students who violate privacy guidelines and confidentiality of clients, other students, etc.
- e. Students whose professional dispositions scores are, for the second time, low and thus indicating a lack of effort or ability to address concerns.
- f. Students’ acts of academic or other dishonesty, actions contrary to ethical standards, acts contrary to the identity of a professional counselor, and acts of student misconduct.

Possible outcomes of the formal action:

1. A formal meeting with the student and a formal corrective action plan will be developed, allowing for remediation by the student.
2. Immediate dismissal may be warranted in accordance with Fort Valley State University Code of Conduct, Graduate Program Policies, and due process guidelines.
3. A formal hearing will be held to ensure due process in addressing the concerns, after which a final decision will be made by the Graduate Council Appeals Committee.

## **Counseling Department Appeal Process**

Students in the Counseling program who have an academic or related appeal must follow the appeal process. Students complete the appeals form provided by his or her advisor to explain the nature of the appeal including any supportive documents. Once it is submitted to the advisor, it will be sent to the instructor. If the advisor is the instructor, the form will be sent to the program coordinator or department chair. Level 1 will be the response of the instructor, if the appeal is not resolved, then it goes to Level II, the department chair. The chair will consult with the instructor to resolve the issue.

In a case where the instructor is also the chair, the dean will be consulted in place of the chair to avoid any conflict of interest. The chair will review all responds and supporting documentation, then respond will a decision. If the decision is not resolved, then it moves to Level III, the dean. The dean will review all responses and documentation, then render a decision. If the decision is not accepted by the student, then the appeal will move to Level V, Department Appeals Committee. If the issue is not satisfactorily resolved, it will be referred to the Graduate Appeals Committee/Readmission Committee. This committee must be established in each department and shall be composed of three faculty members within or in closely related programs to review and recommend the decisions.

The policy per the Graduate Handbook appears below.

## **Procedures Governing Appeals by Graduate Students on Academic Matters**

### ***Appellate Procedures***

Student appeals on academic matters are governed by policies established by the Board of Regents (BoR) of the University System of Georgia. FVSU has established appellate procedures consistent with Board policy. This document clarifies those procedures as they apply to graduate students. Nothing in this document may supersede current or future BoR policies. Appeals must follow the procedures established in the department/program and in the Office of Graduate Studies. Appeals will not be heard unless the student has exhausted the appellate procedures of the department or program and the graduate appeals/readmissions committee.

### **Statute of Limitations**

The statute of limitations applies to all appeals.

- Grade appeals must be initiated within 10 working days of the beginning of the semester following the semester in which the student received the disputed grade.

The approved academic and non-academic appeals form is available in the Counseling Department and must be completed by the student. The form follows the appeal procedure found in the Graduate Catalog. The appeals procedure, which has been modified by the department, is presented below.

### **Appeals Procedure**

In general, a student may appeal a grade using the following procedures:

1. The student requests a meeting with the faculty member of the course(s) to discuss the disputed grade. The student proceeds to step two if the issue is not resolved to his/her satisfaction.
2. The student will meet with the department chair within which the course was taken to resolve the issue.
  - The chair will consult with the instructor to resolve the issue.
  - In a case where the instructor is also the chair, the dean will be consulted in place of the chair to avoid any conflict of interest.
  - If the issue is not satisfactorily resolved, it will be referred to the Graduate Appeals Committee/Readmission Committee. This committee must be established in each department and shall be composed of three faculty members within or in closely related programs to review and recommend the decisions.
3. Graduate Appeals/Readmission committee

In instances where a grade appeal is considered, the following steps must be followed:

- The written appeal, with all supporting documentation, must be provided to each member of the committee at least one week prior to the date of the meeting. The committee chair is responsible for providing all pertinent parties with notice of the date, time, and location of the hearing.
- The student initiating the appeal and all other parties with an interest in the appeal should be advised of their right to appear before the committee.
- Following the meeting, the committee must submit in writing its recommendation to the dean of the college within which the program resides within one week of the committee's decision.
- The dean of the college in which the program resides will review the recommendation and then notify all parties of his/her decision in writing within one week of receipt of the recommendation. Copies of all decisions, recommendations, and other materials will be made part of the student's official record.
- If the student is not satisfied with the dean's decision, an appeal may be made, in writing, to the Provost and Vice President for Academic Affairs. All supporting documentation must be provided.

### **Non-Academic Complaints**

In situations where the matter is non-academic in nature, a student may file his/her complaint, in writing, to the department chair or coordinator. The student must state the grounds of the complaint, complete with supporting material. The chair or coordinator will meet with the Dean, who will in turn appoint an ad hoc committee that will meet with the course instructor. The student may request permission, in writing, to address the ad hoc committee. The committee will use its professional discretion to determine if the request is justified. If a hearing is to occur on the case, the following rules will apply:

1. The student will be notified in writing of the date, time, and place of the hearing at least one week in advance of the hearing date.

2. The complaint will be heard by members of the ad hoc committee. The student and other parties appearing before the ad hoc committee may submit documentation to be entered into the hearing's official records.
3. Faculty members designated as members of the ad hoc committee will be excused from service on a particular case if they have a personal or professional relationship with any party which would preclude them from rendering an objective judgment in the case.
4. Hearings shall be closed to the public. Only parties notified by the ad hoc committee will be allowed to attend the hearing.
5. The student and any respondent in the hearing may each invite witnesses to assist or support them during the hearing.
6. If a hearing is to be held, the ad hoc committee will determine if the student and respondent appear separately or together. Generally, parties will not be allowed to cross-examine each other during the hearing. Formal legal rules of evidence do not apply in a hearing on academic matters.

At the end of the hearing, the Committee will deliberate, and a final recommendation will be determined by a majority vote. The committee will submit its recommendation in writing to the dean of the college where the program resides within a week of the hearing.

## **EVALUATION**

The department employs various evaluation methods to learn about student experiences and to gain vital information about programs, faculty, and student needs. The department's assessment plan is utilized to help with the systematic review of student learning outcomes (SLOs) in addition to department and program objectives. When evaluating student learning, the department assesses student competence in core and specialty courses as established by the CACREP 2016 standards and the Counseling Department faculty. The Department's Assessment Plan involves a series of data collections involving the following:

- Student performance on key assignments from the core curriculum
- Comprehensive examination results
- Clinical skills evaluations from the field experience
- Follow-up studies

### **Course Evaluations**

Students are encouraged to complete confidential course evaluations after each course. Course evaluations are a critical part of academic excellence reviews. Students' feedback is used for ongoing evaluation of the department and for course improvement. Students will receive email notifications and directions when course evaluations are ready for completion. All course evaluations are kept completely confidential.

**CLINICAL MENTAL HEALTH COUNSELING  
PROGRAM**



## CLINICAL MENTAL HEALTH COUNSELING PROGRAM

### **Mission Statement:**

The Mission of the Fort Valley State University's Clinical Mental Health Counseling program is to educate and prepare graduates to work with a diverse population of clients in various settings, such as mental health agencies, private practice, juvenile justice settings, and programs that address drug and alcohol abuse. The program helps students develop effective counseling skills and gain broad-based expertise to meet the counseling needs in Georgia and society.

### **Program Objectives:**

Upon graduating from the clinical mental health counseling program, graduates will be able to perform as follows:

- Demonstrate relevant knowledge of professional counseling practice to effectively conduct individual and group counseling sessions.
- Integrate appropriate counseling skills and techniques to be effective professional counselors.
- Work with various professionals, legal systems, and organizations to advocate on behalf of their clients.
- Synthesize knowledge, skills, and professional dispositions to be effective professional counselors who work effectively in a pluralistic and multicultural society of diverse persons who have varying emotional, physical, and behavioral health issues.

### **Program Comprehensive Examination**

#### *Comprehensive Professional Counselor Exam (CPCE)*

All students must pass the Comprehensive Professional Counselor Exam (CPCE), which is created by the National Board of Certified Counselors (NBCC). This exam is an at cost proctored examination.

- After the student submit the application to sit for the exam, faculty provide instructions for registration at the selected exam site, exam costs, and how to access study materials through the NBCC site. An exam review that covers the eight core CACREP areas is offered by the program faculty prior to the exam.
- Students receive an unofficial score report immediately upon completion of the CPCE. The passing score for the CPCE varies for each version of the examination. Per university policy, students have three attempts to take and pass the CPCE. After three failed attempts, the student will be dismissed from the program.
- This exam serves as one of the multiple assessment points used to measure students' progress.

### **Becoming A Professional Counselor**

Licensure as a professional counseling is a rewarding accomplishment, and it may be achieved through either of two routes. After graduation, a student may apply to become a Licensed Associate Professional Counselor based on having met degree requirements; alternatively, a graduate is eligible to become a Licensed Professional Counselor upon completion of 3,000 clock hours over a minimum three-year period.

### **Licensed Associate Professional Counselor**

Upon conferral of the master's degree, the candidate may complete the following steps to become a Licensed Associate Professional Counselor:

- Secure a directed experience site and a Clinical Supervisor
- Complete the application materials (including background check) located on the Secretary of State Website, located at [www.sos.ga.gov](http://www.sos.ga.gov)

- Await approval to set up a test date for either the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE)
- Complete 3000 clock hours within two or three years of graduation with contemporaneous clinical supervision of no less than 35 hours per year.

### **Licensed Professional Counselor**

The following steps must be completed to become a Licensed Professional Counselor:

- Complete 3,000 clock hours within two- or three-years following graduation
- Receive 35 supervision clock hours per year within two or three years. If the required hours are completed within two years after graduation, they must total the same number of hours as would have been completed within three years.
- Pass the National Counselor Exam or the National Clinical Mental Health Counselors Examination

**Note: Only the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists can decide if the graduate can become a licensed professional counselor. Fort Valley State University does not guarantee that the graduate will pass the NCE, CMHCE; nor does the University provide professional counselor licensure.**

Per CACREP, Section 5: Entry-Level Specialty Areas, Clinical Mental Health Counseling: “Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

#### 1. FOUNDATIONS

5.1.a.	History and development of clinical mental health counseling
5.1.b.	Theories and models related to clinical mental health counseling
5.1.c.	Principles, models, and documentation, formats of biopsychosocial case conceptualization and treatment planning
5.1.d.	Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
5.1.e.	Psychological tests and assessments specific to clinical mental health counseling

#### 2. CONTEXTUAL DIMENSIONS

5.2.a.	Roles and settings of clinical mental health counselors
5.2.b.	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

5.2.c.	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
5.2.d.	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)
5.2.e.	Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
5.2.f.	Impact of crisis and trauma on individuals with mental health diagnoses
5.2.g.	Impact of biological and neurological mechanisms on mental health
5.2.h.	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
5.2.i.	Legislation and government policy relevant to clinical mental health counseling
5.2.j.	Cultural factors relevant to clinical mental health counseling
5.2.k.	Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
5.2.l.	Legal and ethical considerations specific to clinical mental health counseling
5.2.m.	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

# **CLINICAL REHABILITATION COUNSELING PROGRAM**

**CLINICAL REHABILITATION COUNSELING**

Revised 7/2024

**Mission Statement:**

The mission of the Fort Valley State Clinical Rehabilitation Counseling program is to prepare and promote the effective delivery of rehabilitation services to individuals with disabilities. The Rehabilitation program's philosophy is to help prepare professionals who empower persons with disabilities to help themselves. Graduates must have demonstrated through academic and practical achievements the skills, knowledge and attitudes that they will need to serve the on-going needs of those who are disabled. Such mastery includes the rehabilitation services provision to individuals with different types of needs.

**Program Objectives:** The implementation objectives for the Clinical Rehabilitation Counseling program are as follows:

- Gain the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context.
- Engage in an online curriculum that prepares students to work with individuals with disabilities, their support systems, and their environment to achieve their personal, social, psychological, and vocational goals.
- Demonstrate the competencies in the areas of medical and psychosocial aspects of disabilities, technology, labor and job analysis, assessments, and the historical foundations of rehabilitation counseling.

**Becoming a Certified Rehabilitation Counselor**

For those pursuing the highest level of post-graduate credentialing in rehabilitation counseling, CRC certification is the gold standard. CRCs are the highly sought-after rehabilitation counseling experts. They possess insights and dedication to achieve successful rehabilitation outcomes and offer a dynamic level of focus to serve individuals in need of rehabilitation services addressing personal, social, and vocational goals. Rehabilitation counselors are in demand and the need is growing.

The applicant can be a student enrolled in or be a graduate from a graduate a master's-level rehabilitation counseling or clinical rehabilitation program accredited by CACREP. If graduation occurred prior to July 1, 2017, the program must have been accredited by CORE. In addition, the applicant must show evidence of the completion of an internship of 600 hours supervised by an on-site CRC or a faculty member who is a CRC.

**Becoming A Professional Counselor**

Licensure as a professional counseling is a rewarding accomplishment, and it may be achieved through either of two routes. After graduation, a student may apply to become a Licensed Associate Professional Counselor based on having met degree requirements; alternatively, a graduate is eligible to become a Licensed Professional Counselor upon completion of 3,000 clock hours over a minimum three-year period.

**Licensed Associate Professional Counselor**

Upon conferral of the master's degree, the candidate may complete the following steps to become a Licensed Associate Professional Counselor:

- Secure a directed experience site and a Clinical Supervisor

- Complete the application materials (including background check) located on the Secretary of State Website, located at [www.sos.ga.gov](http://www.sos.ga.gov)
- Await approval to set up a test date for either the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE)
- Complete 3000 clock hours within two or three years of graduation with contemporaneous clinical supervision of no less than 35 hours per year.

### **Licensed Professional Counselor**

The following steps must be completed to become a Licensed Professional Counselor:

- Complete 3,000 clock hours within two- or three-years following graduation
- Receive 35 supervision clock hours per year within two or three years. If the required hours are completed within two years after graduation, they must total the same number of hours as would have been completed within three years.
- Pass the National Counselor Exam or the National Clinical Mental Health Counselors Examination

**Note: Only the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists can decide if the graduate can become a licensed professional counselor. Fort Valley State University does not guarantee that the graduate will pass the NCE, CMHCE; nor does the University provide professional counselor licensure.**

## **SECTION 5: ENTRY-LEVEL SPECIALTY AREAS**

### **D. CLINICAL REHABILITATION COUNSELING**

Per CACREP, Section 5: “Clinical Rehabilitation Counseling: Students who are preparing to specialize as clinical rehabilitation counselors will demonstrate the professional knowledge and skills necessary to address a wide variety of circumstances within the clinical rehabilitation counseling context. Counselor education programs with a specialty area in clinical rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

#### **1. FOUNDATIONS**

5.1.a.	History and development of clinical mental health counseling
5.1.b.	Theories and models related to clinical mental health counseling
5.1.c.	Principles, models, and documentation formats or biopsychosocial case conceptualization and treatment planning
5.1.d.	Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
5.1.e.	Psychological tests and assessments specific to clinical mental health counseling

#### **2. CONTEXTUAL DIMENSIONS**

5.2.a.	Roles and settings of clinical mental health counselors
5.2.b.	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
5.2.c.	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
5.2.d.	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)
5.2.e.	Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
5.2.f.	Impact of crisis and trauma on individuals with mental health diagnoses
5.2.g.	Impact of biological and neurological mechanisms on mental health
5.2.h.	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
5.2.i.	Legislation and government policy relevant to clinical mental health counseling
5.2.j.	Cultural factors relevant to clinical mental health counseling
5.2.k.	Professional organizations, preparation standards and credentials relevant to the practice of clinical mental health counseling
5.2.l	Legal and ethical considerations specific to clinical mental health counseling
5.2.m.	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

### 3. PRACTICE

5.3.a.	Diagnostic interviews mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, assessments for assistive technology needs
5.3.b.	Career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
5.3.c.	Strategies to advocate for persons with disabilities

5.3.d.	Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
5.3.e.	Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations



# **SCHOOL COUNSELOR EDUCATION**

**SCHOOL COUNSELOR EDUCATION**

Revised 7/2024

### **Mission Statement**

The principal mission of the School Counselor Education Program is to prepare quality school counselors for various P-12 school settings throughout the state of Georgia. In cooperation with local school districts, the School Counselor Education program places proficient school counselors who adhere to the code of ethics of the American School Counselor Association's (ASCA) National School Counselor Model, the American Counseling Association (ACA), and the Georgia Professional Standards Commission (GaPSC).

### **Program Objectives**

The school counseling students will demonstrate and perform the following:

- Acquire requisite knowledge of the foundations of the field of school counseling, to include the historical perspective, professional identity, current trends/issues, philosophy, leadership, and legal and ethical issues, coupled with leadership/advocacy strategies.
- Show personal awareness of and sensitivity toward providing counseling to diverse school populations and perform the necessary skills to identify barriers that may impede academic, career, and personal/social development of students.
- Apply the skills necessary to implement a comprehensive guidance program (e.g., ASCA National Model) to include needs assessment, program development, program evaluation, and crisis management.

## **SECTION 5: ENTRY-LEVEL SPECIALTY AREAS**

### **G. SCHOOL COUNSELING**

Per CACREP Section 5, School Counseling: “Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.”

#### **1. FOUNDATIONS**

5.1.a	History and development of school counseling
5.1.b.	Models of school counseling programs
5.1.c.	Models of P-12 comprehensive career development
5.1.d.	Models of school-based collaboration and consultation
5.1.e.	Assessments specific to P-12 education

#### **2. CONTEXTUAL DIMENSIONS**

5.2.a.	School counselor roles as leaders, advocates, and systems change agents in P-12 schools
5.2.b.	School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
5.2.c.	School counselor roles in relation to college and career readiness
5.2.d.	School counselor roles in school leadership and multidisciplinary teams
5.2.e.	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
5.2.f.	Competencies to advocate for school counseling roles
5.2.g.	Characteristics, risks factors, and warning signs of students at risk for mental health and behavioral disorders
5.2.h.	Common medication that affects learning, behavior, and mood in children and adolescents
5.2.i.	Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
5.2.j.	Qualities and styles of effective leadership in schools
5.2.k.	Community resources and referral sources
5.2.l.	Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
5.2.m.	Legislation and government policy relevant to school counseling
5.2.n.	Legal and ethical considerations specific to school counseling

### 3. PRACTICE

5.3.a.	Development of school counseling program mission statements and objectives
5.3.b.	Design and evaluation of school counseling programs
5.3.c.	Core curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies
5.3.d.	Interventions to promote academic development
5.3.e.	Use of developmentally appropriate career counseling interventions and assessments

5.3.f.	Techniques of personal/social counseling in school settings
5.3.g.	Strategies to facilitate school and postsecondary transitions
5.3.h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
5.3.i.	Approaches to increase promotion and graduation rates
5.3.j.	Interventions to promote college and career readiness
5.3.k.	Strategies to promote equity in student achievement and college access
5.3.l.	Techniques to foster collaboration and teamwork within schools
5.3.m.	Strategies for implementing and coordinating peer intervention programs
5.3.n.	Use of accountability data to inform decision making
5.3.o.	Use of data to advocate for programs and students

### **MSEd Admission Policies and Requirements for School Counseling Only**

*Matriculation Requirements.* The journey towards becoming a certified school counselor requires that all candidates must pass the GACE Basic Skills program admissions tests in reading, math, and writing or qualify for the following exemptions: having a current or expired professional certification or having a Praxis passing score on all three parts or a composite score of 526.

### **Professional Programs Offered by the School Counselor Education**

<b>Program of Study</b>	<b>Degree Awarded</b>
<b>Master's Programs</b>	
School Counselor Education Master's program	Master of Science in Education (MSEd) leading to S-5 School Counselor Certification
	S-5 School Counselor Certification (for candidates who already have a master's degree)
<b>Post-Master's Programs</b>	
School Counselor Education Specialist Degree program	Education Specialist Degree (Ed.S.) leading to S-6 School Counselor Certification

Candidates for School Counselor Education programs of study must comply with admissions criteria for Graduate Studies and Extended Education.

**Note:** The School Counselor Education Master's Program officially begins with summer session of each year, and the Ed.S. program commences in the fall session.

### **Program Comprehensive Exams**

GACE examinations 103 and 104 are required as the master's degree Comprehensive Departmental Examination for the School Counselor Education program. Although these are separate exams, the department views them as one comprehensive final examination. Candidates must be approved through the College of Education and Professional Studies before taking these exams. Candidates who take the test without permission will have a letter placed in their files regarding their behavior/or failure to comply with policies. In addition, candidates are to list FVSU CEPS as recipient of their scores. Failure to do so may result in refusal of scores. Three attempts are allowed to take both tests; this applies to several combination attempts, all of which must equal no more than three. For example, a candidate takes GACE 103 once, fails but passes on second attempt; those attempts count as two. If the candidate then takes GACE 104 and fails, the candidate has made a total of three attempts, which is the maximum.

### **Membership in Professional Associations**

The School Counselor Education program requires that candidates become members of the American School Counselor Association. As a member of ASCA, candidates receive liability insurance, which is a requirement of the program. In addition to membership in ASCA, other professional associations in which candidates may be interested are the following:

#### **American School Counselor Association**

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they will 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 provides an opportunity for candidates to meet other candidates in programs throughout the state of Georgia, as well as network with practicing school counselors. It is suggested that candidates become involved in the activities of the GSCA.

#### **Georgia Association for Counselor Education and Supervision**

GACES is an organization that brings counselor educators together with those who provide supervision to counseling candidates in the various specialty areas of professional counseling, including school counseling. GACES provides educational information as well as resources for the development, research, and sustainment of professional counseling programs.

### **Statement of Understanding**

**Note:** The candidate must review and submit to his or her advisor an original signed copy of this and retain a copy for his or her records.

Students enrolled in the Department of Counseling must exhibit high ethical standards and scholastic abilities as they develop the skills needed to work with people with diverse needs. Students are expected to demonstrate appropriate professional dispositions and behaviors as discussed in this handbook. In addition, students are

expected to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the state in which licensure and/or certification will be pursued. A student's admission into the Department of Counseling does not guarantee professional licensure or certification after graduation from the programs, as this requires oversight beyond the purview of Fort Valley State University. In accordance with departmental goals and standards, students must exhibit the following:

- An attitude that respects individual uniqueness and the potential growth and development of all individuals.
- Professional and ethical behaviors according to the ACA Code of Ethics.
- Awareness, knowledge, and skills in working with diverse populations of a pluralistic society.
- Productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others; and
- A commitment to continuing personal and professional growth through reflective practice and engagement in diverse professional and experiential learning opportunities.

I, \_\_\_\_\_ (student's name), have received and read the Fort Valley State University Department of Counseling Handbook. I understand the policies and procedures as stated in the Handbook. I agree to fulfill all requirements as stated and to abide by the policies set forth herein, as well as to comply with all applicable policies, rules, regulations, and procedures of Fort Valley State University.

I understand that a program in counseling involves activities and learning experiences that require a certain level of self-disclosure and personal reflection that may cause some personal discomfort. I also recognize that I am obligated to treat self-disclosure of others with respect and maintain confidentiality of peers who participate with me in class activities.

I further agree that the faculty of the Department of Counseling at Fort Valley State University has the right and responsibility to monitor and assess my academic progress and my counseling dispositions and behaviors.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

# Appendix

# ***APPENDIX A: COURSE DESCRIPTIONS***



## ***Course Descriptions***

### **FVSU. 0500 Graduate Studies Orientation**

**00**

In this orientation course, students will examine the requirements for successful graduate study. Students will complete writing samples and be referred for practice and review, as necessary. Assignments will include the application of concepts involved in graduate policies and procedures, graduate student conduct and disposition, intellectual property, and original research. The course is required but carries no credit. It will include at least two face-to-face meetings, with the remainder of the sessions conducted online. It will be completed by the drop day of the fall semester during the student's first semester of enrollment.

### **COUN. 5623 Counseling Theories and Process**

**03**

Students will acquire knowledge and skills to apply various theories of counseling, with an emphasis on the application of techniques through observation, role playing, and experiential activities. The contents of this course will provide graduates with the necessary experiences to deliver counseling services to individuals in schools, mental health centers, rehabilitation services and other helping agencies.

### **COUN. 5633 Group Theory and Process**

**03**

Students will gain knowledge and skills to apply group theories of counseling, with an emphasis on the application of techniques through observation, role playing, and experiential activities. The contents of this course will provide graduates with the necessary experiences to deliver counseling services to groups in schools, mental health centers, rehabilitation services and other helping agencies.

### **COUN. 5643 Family Counseling and Guidance**

**03**

Students will be introduced to the history of marriage and family counseling/therapy, including philosophical and etiological premises that define the practice of family counseling/therapy. This course will enable graduates to apply theoretical models and develop the skills needed for application of these models in schools, mental health and other human services settings expected of helping professionals.

### **COUN. 5443 Career and Lifestyle Development**

**03**

Students will explore the types and uses of information and techniques to facilitate and enhance training, educational, occupational, and retirement choices of individuals within the context of multiple roles and milieus. It stresses related counseling opportunities that will assist the counselee in formulating comprehensive career plans. Students practice the use of career counseling and development theories and techniques that will enable the graduates to perform the expected career counseling functions of the school counselor. The utilization of the internet and other technologies is emphasized.

### **COUN. 5463 Human Growth & Development**

**03**

Students will be exposed to the nature and needs of individuals at all developmental levels. The course is designed to include theories of human development and transitions across the life span, theories of learning and personality development, and human behavior, including an understanding of developmental crises. This course will enable graduates to apply the theories of human development as they interact with counselors, parents, helping professionals and community groups.

**COUN. 5543 Research & Program Evaluation**

**03**

Students will be introduced to research in the social disciplines, its meaning, its essentials, and its methods and techniques. Students become familiar with various topics, including characteristics of categories of research designs, sampling techniques, internal and external validity, writing research proposals, and applications to program evaluation.

**COUN. 5733 Psychological Tests and Evaluation**

**03**

Students will learn the practice of assessment and diagnostic techniques appropriate for children, adolescents, and adults. Students will engage in the administration, scoring, and interpretation of individual tests of intelligence, selected non-cognitive instruments, intake procedures, psycho-social assessment, treatment planning, and interviewing techniques. Graduates will be able to apply selected models and methods for assessing mental status, identification of psychopathological behavior, and interpretation of findings according to the Diagnostic and Statistical Manual (DSM).

**COUN. 5734 Clinical Diagnosis and Treatment Planning**

**03**

Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans. The current edition of the Diagnostic and Statistical Manual (DSM-5) is emphasized, with consideration also given to dimensional, relational, and systemic issues important in diagnosis and treatment planning. Graduates will be able to apply selected models and methods for assessing mental status, identification of psychopathological behavior, and interpretation of findings according to the Diagnostic and Statistical Manual, Fifth Edition (DSM-5).

**COUN. 5453 Psychopathology**

**03**

Students will acquire a thorough knowledge of theories of normalcy, with special attention to types of maladjusted behavior. They will utilize group study approach to analysis of problems confronting teachers, counselors, and students.

**COUN. 5553 Multicultural Counseling**

**03**

Students will acquire thorough knowledge about issues and trends in a multicultural and diverse society. The content will include multicultural and pluralistic trends, including characteristics and concerns of diverse groups; attitudes and behavior based on such factors as age, race, religious preference, physical disability, gender, ethnicity and culture, family patterns, socioeconomic status, and intellectual ability. This course will enable graduates to deliver counseling services that take into consideration the needs of a diverse clientele.

# **APPENDIX B: DISPOSITION EVALUATION**

### Disposition Evaluation

<b>Student:</b>	<input type="checkbox"/> <b>Course</b> <input type="checkbox"/> <b>Other:</b>	<b>Date:</b>
<b>Dispositions</b>		
Professional Behavior	<b>3 2 1 0</b>	<b>Comments</b>
Professional & Personal Boundaries		

Knowledge & Adherence to Site Policies

Record Keeping & Task Completion

Multicultural Competencies

Emotional Stability & Self-control

Motivated to Learn & Grow / Initiative

Openness to Feedback

Flexibility & Adaptability

Congruence & Genuineness

**3 = Exceeds Expectations      2= Meets Expectations      1= Does Not Meet Expectations      0= Not Observed**

Student Improvement Plan (Faculty only)	Date:	No plan ( )
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Student Signature	Date
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Evaluator Signature	Date
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# **APPENDIX C: GENERAL CAMPUS CONTACT INFORMATION**

## **General Campus Contact Information**

<b>Appendix H General Campus Telephone Information</b>		
<b><u>Service</u></b>	<b><u>Location/Building</u></b>	<b><u>Phone Number</u></b>
<b>Academic Affairs</b>	C.V. Troup	(478) 825-6330
<b>Admissions, Graduate</b>	Warner Robins Center	(478) 825-6382
<b>Athletics</b>	H.P.E. Complex	(478) 825-6437
<b>Bookstore</b>	Student Amenities Center	(478) 825-6623
<b>Business &amp; Finance</b>	C.V. Troup	(478) 825-6400
<b>Campus Police &amp; Safety</b>	Bond Building	(478) 825-6211
<b>Career Services</b>	Peabody Building	(478) 825-6350
<b>Cashier's/Bursar's Office</b>	Troup Building	(478) 825-6433 (478) 825-6522 (478) 827-3035
<b>Change of Address and Major</b>	Registrar/C.V. Troup	(478) 825-6282
<b>College of Education Professional Studies (COEPS)</b>	Hubbard Education Building	(478) 825-6365
<b>Counseling Services</b>	Hunt Infirmary	(478) 822-1035
<b>Accessibility and Accommodations</b>	Peabody Building - 125	(478) 825-6744
<b>Graduate Studies</b>	Warner Robins Center	478-825-1928 478-825-6338
<b>Health Services</b>	Florence J. Hunt Infirmary	(478) 825-6278
<b>ID Cards</b>	C.V. Troup	(478) 825-6433
<b>Library</b>	Hunt Memorial Library	(478) 825-6753
<b>Financial Aid</b>	C.V. Troup	(478) 825-6363
<b>Registrar's Office</b>	C. V. Troup	(478) 825-6282
<b>Testing Services</b>	Peabody Building, room 118	(478) 825-6384 or 6385
<b>Veterans Affairs</b>	Financial Aid/C.V. Troup	(478) 825-6363
<b>Warner Robins Center</b>	Main desk	478) 825-6338
<b>IN CASE OF AN EMERGENCY: CALL (478) 825-6211 or 911</b>		