



**FORT VALLEY
STATE UNIVERSITY**

COUNSELING

College of Education
and Professional Studies

***Counseling Department
Handbook***

Horace Mann Bond Building
2nd Floor
1005 State University Drive
Fort Valley, GA 31030

Revised July 2024

Table of Contents

Introduction	4
Fort Valley State University Mission Statement	5
College Department Mission, Vision and Goal Statement	6
Department of Counseling Graduate Faculty and Staff	7
Adjunct Faculty, Orientation, Accreditation	8
Departmental Core Curriculum	9
Elective courses, Curriculum Sequence, Academic Advising	10
Field Experiences: Practicum and Internship	11
Practicum, Internship	12
Group Counseling Requirement, Professional Development	13
Student Organizations	14
Technology Requirements, Financial Assistance, Course Transfers	15
Students Support Services	16
Graduation Requirements; Disposition; Retention and Remediation	17
Transfer Credit	18
Formal Action-Retention Review, Appeal Process	19
Procedures Governing Appeals	20
Non-Academic Complaints	21
Evaluation, FVSU Scholarships	22
Clinical Mental Health Counseling Program	23
Clinical Rehabilitation Program	27
School Counselor Education	31

Appendix	37
Appendix A: Course Descriptions	38
Appendix B: Disposition Evaluation	42
Appendix C: General Campus Contact Information	44

INTRODUCTION

This handbook is designed to provide prospective and current students with information related to the master's level graduate programs offered in the Department of Counseling at Fort Valley State University. The handbook addresses all policies, procedures, requirements, duties, and expectations set forth by the Department of Counseling as related to graduate study in counseling. Students admitted into any of the Department of Counseling programs are provided a

copy of the handbook when they begin their program at the new student orientation session. At times, policy updates, curricular revisions, or accreditation changes may necessitate changes by the Department of Counseling to this handbook. In the event of such changes, all students will be informed of the changes and will be provided with a copy of the updated handbook. Unless otherwise noted, changes made to this handbook will be made 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 a Statement of Understanding (located at the end of the Handbook). Signed copies of the Statement of Understanding must be submitted during the student's 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:

- 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 their fellow man 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 be committed to serving as a solidified foundation for our graduate students and prepare them with the

knowledge, skills, and dispositions needed to become critical thinkers, ethical, and efficient counselors working with diverse populations and in various settings.

Department Objectives

The FVSU Counseling Department Faculty strives to prepare professional counselors who:

- effectively counsel diverse groups, including race, ethnicity, gender, sexual orientation, religious/spiritual, and age groups; 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 were necessary in developing students into sufficient practitioners.

As producers of future counselors, we adhere to multiple sets of ethical guidelines, practices, and policies. These will be referred to periodically in related and appropriate courses. It is the responsibility of each student to adhere to these guidelines while in the program and especially while you are participating in the field experience. Certain behaviors will be the cause for removal from field experience or dismissal from the program. These behaviors will be discussed later in the handbook.

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 are committee members within Fort Valley State University and hold positions and memberships 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

Email: paynet@fvsu.edu

Fulani Doughty, Ed.D, LPC, NCC, CRC, ICAADC, ACS
Assistant Professor of Clinical Rehabilitation Counseling
Email: fulani.doughty@fvsu.edu

Otha Everett, Ed.D., CRC, MHP
Program Coordinator of Clinical Rehabilitation Counseling
Assistant Professor of Clinical Rehabilitation Counseling
Email: everetteo@fvsu.edu

Amanda Faucher, Ph.D., LMHC-S, MCAP, CTP
Assistant Professor of School Counselor Education
Email: amanda.faucher@fvsu.edu

Anissa Howard, Ph.D., LPC, LMFT, RPT-S, ACS, NCC, CAADC
Program Coordinator of Clinical Mental Health Counseling
Associate Professor of Clinical Mental Health Counseling
Email: anissa.howard@fvsu.edu

Bridget Holyfield Moss, Ed.D., LPC, CPCS, ACS, NCC
Associate Professor of Clinical Mental Health Counseling
Email: mossb@fvsu.edu

James Newton, D.H.Sc., CRC
Interim Coordinator of School Counselor Education
Associate Professor of Clinical Rehabilitation Counseling
Email: newtonj@fvsu.edu

Adrienne White, Ph.D., LPC, CPCS, ACS, NCC, MAC, CAMS
Assistant Professor of Clinical Mental Health Counseling
Email: adrienne.white@fvsu.edu

Administrative Staff

Chantel C. Hendricks
Administrative Assistant/Marketing & Recruitment Specialist
Email: chantel.hendricks@fvsu.edu

Adjunct Faculty

The Department of Counseling employs adjunct faculty on an as-needed basis. Please note that adjunct faculty course assignments are subject to change and should not be considered permanent assignments. While adjunct faculty do not maintain offices on campus, you can reach them through your university email.

Orientation

Students admitted must participate in a departmental orientation course which provides an overview of the institution and resources, department policies and procedures, and specialty requirements. All new students must attend the departmental orientation.

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 will cover policy and procedures, program requirements, student services, library resources, field experience, research, APA format, and navigating Desire to Learn (D2L). This course is a sequence of modules. Each module consists of learning materials such as readings, videos, and quizzes. Students must pass each module quiz with a 90 or better to advance to the next module. Students must score 80% or better on the writing assignment. If these requirements are not satisfied, a grade of U (unsatisfactory) will be given, and the student must notify their advisor to be registered 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. The purpose is to provide programs whose mission is to educate and graduate counselors with guidance. CACREP has established a set of standards that guides programs in what students should be taught. These are minimal counseling standards. These standards help to provide credibility to the profession of counseling. The importance of the programs having accreditation ensures that our graduates can compete with other programs not only academically but also in terms of credibility. 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 program may not meet education requirements for license or certification in other states. Be sure to check with the license certificate board in your state.

DEPARTMENTAL CORE CURRICULUM

The following courses comprise of 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.

The courses are required for program completion. The program has designated which courses are cross listed. The student is responsible for discussing with their advisors their proposed program of study. Not all courses taken will be acceptable substitutes for the program listed courses. In the electronic version of this handbook, you can click on the course to see the course description.

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. In addition, the coursework meets those 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 the additional requirements such as required hours of supervision and postgraduate practice. The faculty will provide an overview of the licensure process. The 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 sometimes 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 courses. Financial aid does not pay for any courses taken outside of FVSU or undergraduate level courses.

Curriculum Sequence

To assist students in matriculating through the program, a structured sequence is offered. Programs are 60 and 61 semester (Clinical Rehabilitation) credit hours. Students can complete the master's level program in two years, however, taking less than 12 courses per semester will lengthen the time in the program. The courses are offered at specific times and may depend on the availability of faculty. The programs reserve the right to offer additional courses or make adjustments that may result in some courses not being offered the intended semester.

Many courses fill up and therefore students may be unable to enroll in a desired course. Students who do not register for classes during the registration period for current students run the risk of being unable to register for their desired course. We encourage all students to participate in the early registration process offered each semester. Students will need to contact their assigned advisor.

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 with one's budding professional identity. Faculty serve as mentors for students in their academic journeys. All students are assigned an advisor upon acceptance into the program. The role of the academic advisor:

- a) Meet with their assigned advisee for advising.
- 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 and develop a Student Improvement Plan, if needed.
- f) Assist students with resources.
- g) Review the students' academic transcript after each semester to ensure GPA requirement is met.

- h) Complete requested paperwork which may include but is not limited to:
 - a. financial aid probation form (SAP)
 - b. application for comprehensive exam
 - c. ensure all requirements are met for practicum and internship and applications are completed

This list is not an exhaustive list of activities of a graduate level academic advisor. The academic advisor may provide mentoring and career guidance.

Field Experiences: Practicum and Internship

This section is a brief overview of the field experience and not intended to address all aspects of the field experience. Students must meet with their advisor to ensure all requirements are met. Students must also attend the Field Experience Orientation a semester before starting the field experience. A separate handbook has been developed to provide more comprehensive information on the field experience. Students are responsible for the contents and adherence to the field experience handbook. Failure to follow through on required tasks may result in denial of field experience participation and/or removal. Both may delay your expected or proposed graduation date. All sites must have a signed memorandum of understanding (MOU) or placement agreement contract by the site and university before a student can start the field experience.

The field experience adheres to the CACREP standards and is provided so that students receive a rich experience in the counseling profession 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 reading.

As per the standards, the field experience must be in a setting that will allow for the audio and/or videotaping of client sessions, or the site supervisor must conduct live supervision. However, not all sessions need to be recorded or observed. It is important that the type of supervision be documented, and the student receives timely feedback as to their performance.

Students in the field experience must also provide proof of liability insurance. Site agreements, professional membership, and liability insurance must be provided before placement starts. Failure to do so may result in the student's removal from their placement. As per the standards, the field experience must be in a setting that will allow for the audio and/or videotaping of client sessions, or the site supervisor must conduct live supervision. Not all sessions need to be recorded or observed. It is important that the type of supervision be documented, and the student receives timely feedback as to their performance.

Practicum

Practicum is a counseling technique and skill focused field experience. This is a full-semester course requiring at least eight weeks of course work. The student must complete 100 clock hours of time in a counseling setting with clients aligned with the counseling program. Forty hours of

the student time must be spent with actual clients. For example, no mock sessions, friends, or family members are allowed. These clock hours are for opportunities or activities with clients where development of counseling skills is occurring. These hours are documented on the program provided log sheet and submitted to the course instructor.

The site supervisor is required to provide weekly documented supervision with the student. In addition, university-provided forms must be used. The supervision may be provided one on one or triadic. No more than two supervisees shall be in attendance. This supervision is in collaboration with the university supervisor, who shall have a minimum of three contacts with the site supervisor during the semester of the field experience. The site supervisor will 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 will be completed and submitted to the instructor by the end of the semester.

Students are required to attend 1 ½ hours weekly supervision from the university program. This supervision is provided in group format and will adhere to the CACREP standards as to the number of students present.

Internship

The field experience in internship requires that the student completes a 600- clock hour experience with 240 of those hours being time spent with actual clients in a counseling relationship. Programs divide those required hours into two internships. The student must complete two internships: Internship I and Internship II.

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

The site supervisor is required to provide weekly documented supervision with the student. In addition, departmental-provided forms must be used. The supervision may be provided one on one or triadic. No more than two supervisees shall be in attendance. This supervision is 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 1 ½ hours weekly supervision from the university program. This supervision is provided in group format and will adhere to the CACREP standards as to the number of students present.

Students should consult the field experience handbook for a more thorough understanding of the field experiences. All referenced forms are 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 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 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. Specialty specific professional organizations 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. We represent 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). Each year in May they host a counseling conference. Students may participate through volunteering. www.lpcaga.org

American Counseling Association (ACA)

ACA is a not-for-profit organization dedicated to the growth and enhancement of the counseling profession. We provide education, community and professional development opportunities for more than 58,000 members, including counselors in various practice settings and counselors in training. Most often we suggest ACA as a professional organization for student involvement. Students can obtain liability insurance by becoming a member. There are other student opportunities too. 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 our society, necessary to enhance quality of life of individuals with disabilities, their families, and our communities. 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, research and advocacy to school counselors around the globe. 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 some events as faculty may have identified the activity as more suitable.

Student Organizations

Chi Sigma Iota Academic and Professional International Counseling Honor Society

The Chi Sigma Iota offers students networking opportunities, research grants, leadership development, and professional development. Faculty members nominate students who demonstrate academic excellence with 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 the happenings in the department. It highlights alumni and current students' accomplishment. The newsletter also features research by department faculty and students. It will provide updates on CACREP and its impact on curriculum and licensure. The Counseling Spot has 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. Students should maintain up-to-date hardware and software to participate in online and face-to-face instruction. <https://www.fvsu.edu/about-fvsu/office-of-information-technology> . 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 will be 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 you will be eligible for. In addition, students may apply for a Graduate Assistantship position through the Graduate Studies Office. These positions are limited so students need to apply early. Also, students applying for and accepting Graduate Assistantship positions should be aware that the financial support counts as part of your 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 current summer (previous year) and the upcoming fall.**

Transient Policy

Students may apply to take non-cohort courses in other programs and transfer them into the program. 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. Non-cohort courses are Evaluation and Testing, Human Growth and Development, School and Family Consultation, and Counseling Diverse Populations. Students should discuss this with their advisors prior to taking courses.

Course Transfer

Certification students, students who have already begun coursework at other programs and students who currently hold a master's degree from time-to-time desire to transfer 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. Non-degree seeking students who wish to remove deficits are not transferring in courses; however, the courses still have to meet the CACREP requirements or be strongly similar. Nevertheless, the student must demonstrate through documentation that the course meets such a requirement.

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 in 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 and consider the participant's anonymity while performing at the highest ethical standards.

Access and Accommodation Services

Location: Peabody Hall Room 125

Contact: (478) 822-1072

The Access and Accommodations Services Department seeks to enhance student engagement in the learning process, encourage higher levels of academic performance, further critical thinking skills and promote student self-authorship in the classroom. Additionally, disability services provide students with disabilities with the tools, reasonable accommodations, and support services to participate in the academic environment. Furthermore, the services promote an accessible and culturally sensitive campus through outreach and by building partnerships with the university community and beyond.

Disability services are provided according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which defines a person with a disability as one with a mental or physical impairment that substantially limits one or more major life activities (walking, seeing, speaking, hearing, breathing, working, learning and others). The person must have a record of such an impairment. All students must present records that document their 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 the best test performance for each examinee, while administering a variety of institutional, state and national standardized examinations throughout the academic year. Assessment services strives to provide tests and preparatory information, which are accessible to members of the university and public at large.

Tutorial Services and Supplemental Instruction seeks to provide high quality free academic support to meet the needs of students outside the classroom. This endeavor is accomplished through different tutorial methods designed to 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 9am and 5pm.

Graduation Requirements

Prospective graduates must take and pass all required coursework with a letter grade of "B" or better, obtain and maintain a 3.0 grade point average, pass the program specific comprehensive examination (See the specialty program for the exam), and demonstrate competency regarding counselor disposition and clinical skills. The Counseling Department also adheres to the graduation requirements of the Graduate Studies Office.

Professional Counselor Disposition (PCD)

The Professional Counselor Disposition tool consists of identified areas consistent with developing an effective professional counselor. The form has 10 indicators of a professional counselor's disposition. We recognize that a student will exhibit beginner dispositions and knowledge. The PCD is compared with your entrance references and statement of purpose upon your initial admittance into the program. This is the baseline from which we will monitor your development towards becoming an effective counselor. The PCD will be reviewed at three points in the program and during each field experience. Students having scores indicating less than target will be addressed by program advisor. If necessary, the advisor will place the student on a Student Improvement Plan. The PCD will again be applied to Internship II. This will serve as part of the program exit process.

Student Retention, Remediation, and Review Policy

The counseling programs have an obligation to the profession of counseling to ensure a goodness of fit with persons desiring to become future licensed professional counselors. We seek to recruit and retain students of diverse backgrounds who are suitable for the profession. We want to provide students with information related to their progress that will enable them to take advantage of their strengths and work to eliminate any weaknesses.

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

The student retention is established to promote the program focusing on students' professional development across a variety of areas. Department faculty gather information on students through observation, testing, and program designed instruments. We seek to identify student strengths and weaknesses. We gather evidence of satisfactory performance during coursework, professional development, and practical skills. We consider student strengths and may provide additional opportunities for students to enhance their strengths, such as research, professional organization, and presentations with faculty. In addition, student needs/ weaknesses are considered, and faculty develop individualized plans to address such needs/ weaknesses. The department uses a Student Improvement Plan to identify what needs to be addressed and a plan to set goals for improvement. It is implemented at the beginning of a semester and followed up by the end of the semester.

The student advisor may meet with a student regarding concerns raised by classroom instructor, faculty observation, site supervisor concern, or assessment instrument results. This informal discussion will be documented. Some informal matters that may be handle with the student advisor:

GPA – Student GPA has fallen below 3.0. The student will be advised as to probation. The chair of the Department will document the concern in letter format too. The student will be allowed one semester to raise their GPA to a 3.0 if it is mathematically possible.

- a. Responsibility to clients, peers, and faculty- Student who displays behaviors that are contrary to the standards will be presented with a informal warning.
- b. Students whose outcomes on professional counselor dispositions. All students will be advised as to their results on the initial PCD.

Department faculty may work as a committee or appoint a subcommittee consisting of program faculty. Committee members will review student progress information alongside faculty observations and disclosures.

Transfer Credit

A graduate student may transfer graduate credit from a regionally accredited institution for up to fifteen (15) hours 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 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.

Formal Action-Retention Review

The Department faculty will meet and discuss student concerns. It will be determined if a program committee is more suitable. Indicators of a more formal action shall consist of behaviors such as the following, but are not limited to:

- a. GPA- Student GPA has dropped below the 3.0 threshold, and it is not mathematically possible for the student to raise it. For students who have exhausted their one semester grace period, no subsequent formal committee will be convened. Students will receive a dismissal notice and their upcoming schedule will be deleted.

- b. Students who failed to correct or adjust previous identified behavior or action, such as lack of respect of the opinions of others; lack of regard to clients; lack of responsibility to 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, i.e., name calling, aggression, students who are convicted of a misdemeanor or felony in contradiction to any local or federal laws in the U.S.
- d. Students who present with characteristics which indicate student impair as per the standards.
- e. Students who violate privacy guidelines and confidentiality.
- f. Students whose professional dispositions scores have for the second time are low indicating a lack of effort to address concern.
- g. Students acts of dishonesty, academic 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 of the student.
- 2. Immediate dismissal may take place in accordance with Fort Valley State University Code of Conduct, Graduate Program Policies, and due process.
- 3. A formal hearing will be held for the due process of the concerns.
 - a. Following due process, the outcomes will be decided by the Department Committee.

Appeal Process

All program appeals adhere to the Graduate Studies appeals process. The student must submit written communication of their concerns and supply any documentation supporting them. Advisors may aid and/or provide guidance. Below is the policy per the Graduate Handbook.

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 procedure 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 next semester following the semester in which the student received the disputed grade.

The Counseling Department has an appeal form to be completed by the student. This form is used for academic and non-academic appeals. The form follows the appeal procedure found in the Graduate Catalog. Below is the appeal procedure, which has been modified by the department.

Appeals Procedure

In general, a student can make a grade appeal 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 where 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 their place to avoid any conflict of interest.
 - If the issue is not satisfactorily resolved, then 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 where the program resides within one week of the committee's decision.
- The dean of the college where the program resides will review the recommendation and then notify all parties of his/her decision in writing within one week. 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 to the Provost and Vice President for Academic Affairs in writing. All supporting documentation should 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 should 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 to address the ad hoc committee. A request must be made in writing. The committee will use its professional discretion to determine if the request is justified. When 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 can 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 to the dean of the college where the program resides in writing 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. Students' feedback is used for ongoing evaluation of the department and course improvement. Students will receive email notifications and directions when course evaluations are ready for use. All course evaluations are kept completely confidential.

FVSU Scholarships

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

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 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:

- Demonstrate relevant knowledge of professional counselors 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 to effectively work in a pluralistic and multicultural society of diverse persons of 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). This exam is produced by the National Board of Certified Counselors (NBCC). This exam is an at cost proctored examination.

- When students submit the application to sit for the exam, instructions are provided for registration for the exam site. This information includes the cost of the exam. Students can access study materials through the NBCC site. An exam review is offered by the program faculty prior to the exam. The exam covers the eight core CACREP areas.
- Students will 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 attempts, the student will be dismissed from the program.
- This exam serves as one of the multiple assessment points we use to measure our students

becoming A Professional Counselor

Licensure as a professional counseling is a rewarding experience. To become a licensed professional counselor, there are two routes the student may take upon graduation. You can become a Licensed Associate Professional Counselor or after 3,000 clock hours over at least a three-year period you can apply to become a Licensed Professional Counselor.

1. Licensed Associate Professional Counselor

- Upon conferral of master's degree, secure a directed experience site and Clinical Supervisor
- Complete the application materials (including background check) located on the Secretary of State Website: www.sos.ga.gov

- Await approval to set up a test date. Select either the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE)
- Complete 3000 clock hours within 2 or 3 years, with contemporaneous clinical supervision of no less than 35 hours per year.

2. Licensed Professional Counselor

- Complete 3,000 clock hours within 2 or 3 years
- Receive 35 supervision clock hours per year (2 or 3 years. If two years, you must complete all of the hours you would have completed in three years within the two-year time frame)
- Pass the National Counselor Exam or National Clinical Mental Health Counselors Examination

Note: Only the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists can decide if you can become a licensed professional counselor. Fort Valley State University does not guarantee passing the NCE, CMHCE, or becoming a licensed professional counselor.

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

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 philosophy is to help prepare professionals to empower persons with disabilities to help themselves. We seek to prepare graduates who 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.

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 advocated for personals 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, we strive to provide proficient school counselors who adhere to the American School Counselor Association's (ASCA) National School Counselor Model and the American Counseling Association (ACA) and Georgia Professional Standards Commission (GaPSC) code of ethics.

Program Objectives:

The school counseling students will:

- acquire the 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 and sensitivity to provide counseling to diverse school populations and 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, risk factors, and warning signs of students at risk for mental health and behavioral disorders
5.2.h.	Common medication that affect 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 all candidates:

- Candidates must pass the GACE Basic Skills program admissions tests in reading, math, and writing or qualify for the following exemptions:
Current or expired professional certification.
Praxis passing scores on all 3 parts, or composite score of 526

Professional Programs Offered by the School Counselor Education

Program of Study	Degree Awarded
Master's Programs	
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 master's degrees)
Post-Master's Programs	
School Counselor Education Specialist Degree program	Education Specialist Degree (EdS) leading to S-6 School Counselor Certification

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

Please note that the School Counselor Education Master's Program officially begins with summer session of each year and the EdS. is 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. 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. A total of three attempts are allowed to take both tests. This applies to a number of combination attempts. For example, a candidate takes GACE 103 once-fails but passes on second attempt- those attempts count as two. If the candidate takes GACE 104 and fails then the candidate has made a total of three attempts.

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 which candidates may be interested in are:

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 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 networking with practicing school counselors. It is suggested that candidates involve themselves 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

(Please submit an original copy of this page to your advisor and retain a copy for your 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

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 our programs for this requires oversight that is beyond Fort Valley State University. In accordance with departmental goals and standards, students must exhibit:

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- professional and ethical behaviors according to 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 learning opportunities that are professional and experiential.

I, _____ (student name), have received and read the Department of Counseling Handbook from Fort Valley State University. I understand the policies and procedures as stated in the Handbook. I agree to fulfill the 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 amount 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 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. It will include at least two face-to-face meetings and the remainder will be online. It will be completed by the drop day of the full semester during the student's first semester 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, 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, 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, its methods and techniques. Students become familiar with 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, psychosocial 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 on theories of normalcy with special attention to types of maladjustive behavior. They will utilize 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

Student:	<input type="checkbox"/> Course <input type="checkbox"/> Other:	Date:																																																																		
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Dispositions</th> <th style="text-align: center; padding: 5px;">3</th> <th style="text-align: center; padding: 5px;">2</th> <th style="text-align: center; padding: 5px;">1</th> <th style="text-align: center; padding: 5px;">0</th> <th style="text-align: left; padding: 5px;">Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Professional Behavior</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Professional & Personal Boundaries</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Knowledge & Adherence to Site Policies</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Record Keeping & Task Completion</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Multicultural Competencies</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Emotional Stability & Self-control</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Motivated to Learn & Grow / Initiative</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Openness to Feedback</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Flexibility & Adaptability</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Congruence & Genuineness</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Dispositions	3	2	1	0	Comments	Professional Behavior						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					
Dispositions	3	2	1	0	Comments																																																															
Professional Behavior																																																																				
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= Not Meeting Expectations 0= Not Observed																																																																				
Student Improvement Plan (Faculty only)	Date:	No plan ()																																																																		

 Student Signature

Date

Evaluator Signature

Date

APPENDIX C: GENERAL CAMPUS CONTACT INFORMATION

General Campus Contact Information

**Appendix H
General Campus Telephone Information**

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