

**Handbook of the
Fort Valley State University
College of Education**



Education Specialist in School Counseling

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CANDIDATE RESPONSIBILITY FORM

I understand that I am responsible for the information presented in the Fort Valley State University College of Education School Counselor Education Program Handbook.

I will review these materials carefully, and if I have questions concerning these materials, it is my responsibility to seek clarification of program materials, course requirements, program of study, and other aspects of the program with faculty members of the School Counselor Education Program.

My signature indicates that ***I have received a copy of the School Counselor Education Program Handbook for the Education Specialist in School Counselor Education and understand that I am responsible for the information presented therein.***

Signature

Date

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

FORT VALLEY STATE UNIVERSITY

MISSION STATEMENT

The mission of The 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 teacher 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.



MISSION, VISION AND GOAL OF THE COLLEGE OF EDUCATION

Mission of the College of Education

The mission of the College of Education (COE) is to prepare proficient educators who demonstrate in-depth content knowledge, cultural competence and sensitivity as well as an array of effective pedagogical skills that have been honed through rigorous classroom and field-based experiences. The mission is also to facilitate successful teaching/learning outcomes in diverse environments. Both the initial and advanced level programs support this mission that, in turn, supports the mission of the university.

We strive to create learning environments and opportunities that prepare proficient educators to perform effectively and ethically in a global and technological society. Through the collaborative efforts of faculty, staff, and P-12 professionals, the College of Education establishes instructional expectations that are built on current best practices as identified by state, national, and international professional associations. All College of Education faculty are expected to model for candidates the scholarly productivity and pedagogical skills required for all candidates to achieve high levels of learning.

Vision of the College of Education

Consistent with its historic and current mission, the CoE is dedicated to the preparation of highly qualified academically and culturally **Proficient Educators** who are thoughtful and caring as they share the CoE's vision of creating environments of learning and change, with an emphasis on rural communities, that enable candidates from diverse backgrounds to become responsible and productive citizens in their communities.

Goal of the College of Education

Our goal is to prepare highly qualified, culturally sensitive, proficient educators who engage in reflective inquiry, critical thinking, and innovative practice and who bring candidates from diverse populations to high levels of achievement.

CONCEPTUAL FRAMEWORK

The conceptual framework is the blueprint that guides the cooperative development of the Fort Valley State University (FVSU) College of Education's School Counselor Education Program. The framework is to create a school counselor preparation program that confirms the university-wide, alumni, and community commitment to sustain the new program. As such, the architects consider the conceptual framework a living document, designed with the elasticity needed for continued program expansion, internal and external reviews, and insightful improvement. Equally important, the conceptual framework is crafted to ensure fidelity to academic quality, to actuate documented assessment, and to demonstrate unwavering accountability. It undergirds and informs the reflective thinking and collaborative planning that took place to prepare for the school counselor education program.

The conceptual framework was collaboratively developed with input from members of the FVSU faculty, FVSU school counselor education alumni, and other school counselor (educators). The School Counselor conceptual framework articulates the institution's shared vision for preparing effective and competent school counselor educators for P-12 schools, as is reflected in the College of Education's theme, **The Proficient Educator**. We believe that proficient school counselor educators demonstrate mastery of content knowledge and use effective pedagogical and technological skills to assist in bringing all candidates under their charge to high levels of understanding. Their proficiency as educators is evidenced by ethical practices, knowledgeable of and demonstration of the ability to implement professional, state, and institutional standards, and while displaying a caring disposition that leads to effective candidate learning.

Under the auspices of The Fort Valley State University College of Education (CoE), the School Counselor Education program offers two tracks toward School Counselor Certification, as well as post certification of course work in an Education Specialist Certification. These are offered in collaboration with other units of the university, with its P-12 schools, and with community stakeholders. In preparing **proficient School Counselor Educators**, FVSU offers educator preparation programs that adhere to the standards of the National Council for the Accreditation of Teacher Education (NCATE), the Georgia Professional Standards Commission (PSC), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the American Counseling Association (ACA), and most importantly the standards of the American School Counseling Association (ASCA).

Conceptual Framework Performance Objectives

The knowledge, skills, and dispositions required for the preparation of school counselor educators are consistent with those identified by the FVSU COE with regard to **The Proficient Educator**. These objectives reflect the desire of both the School Counselor Education Program and the COE to be consistent with FVSU's land-grant commitment to revitalizing rural Georgia and with the FVSU mission's intent of reaching the underserved population. It further affirms the importance of aligning the program with the professional standards of the University, accrediting bodies, and other professional agencies that serve the community where the program is located.

Accordingly, we espouse that:

1. **The Proficient Educator** demonstrates competence in content knowledge;
2. **The Proficient Educator** uses effective pedagogical skills;
3. **The Proficient Educator** uses technology appropriately to enhance learning;
4. **The Proficient Educator** evidences a caring disposition; and
5. **The Proficient Educator** has an understanding of and appreciation for diversity.

Philosophy Statement of the School Counselor Education Program

We believe that school counselors serve multiple roles within their schools: counselors, educators, and leaders. For this reason we educate, teach, and train our graduates to understand school climate, develop awareness for diversity, become stakeholders in the school they serve, and collaborate with administrators, teachers, parents, and community members. To prepare candidates for the future we encourage life learning and a willingness to serve and educate others in their communities. In addition, we believe that counseling to be a powerful change mechanism in the lives of candidates and people when counselors assist in examination and exploration of cognitive, affective, and behavioral aspects of the candidates they serve.

All graduates shall maintain the integrity of the school counseling profession, treat all candidates and school personnel with dignity and respect, and adhere to the standards of the governing professional bodies.

Mission Statement of the School Counselor Education Program

The principle mission of the School Counselor Education Program is to advance the knowledge of currently certified school counselors in various P-12 school settings throughout the state of Georgia. In cooperation with local school districts, we strive to enhance the training of proficient school counselors who adhere to the American School Counselor Association's (ASCA's) National School Counselor Model and American Counseling Association (ACA) ethics.

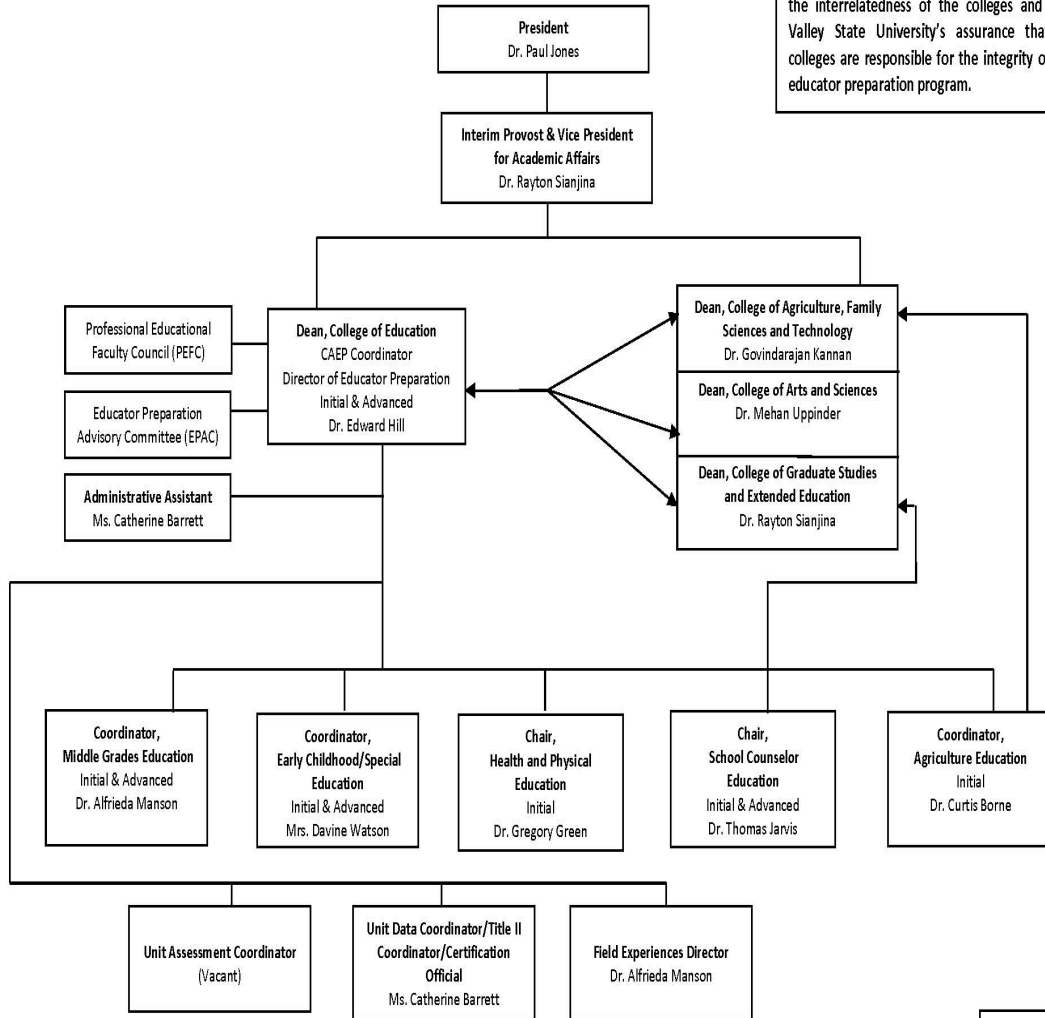
The Faculty of the School Counselor Education Programs believes that we are to:

- instill a strong sense of professional school counselor identity in our graduates,
- assist all candidates to gain an appreciation for the knowledge and foundation of the school counseling profession,
- develop candidate expertise in the skills and theories of counseling, specifically those which are most beneficial to Pre-K through 12 educational settings,
- prepare candidates to become certified and/or licensed,
- equip candidates/graduates in their initial job search, placement, and professional development,
- teach and perform research applicable to the practice of counseling and school counseling, and
- equip candidates in understanding the diversity of views and cultures within our profession and the various environments in which counselors practice.

Chain of Command

**Fort Valley State University
College of Education
Organizational Chart**

Organizational Chart Statement: This chart shows the connection of the several other deans to the College of Education. It demonstrates the interrelatedness of the colleges and Fort Valley State University's assurance that all colleges are responsible for the integrity of the educator preparation program.



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EdS Program Admission Policies and Requirements

Program Requirements

The program usually admits students once a year into the program beginning with the fall semester as a cohort. Cohort members matriculate through the program together and will often take the same courses together throughout their time in the program. The program is a 27 credit hour program which consists of approximately three semesters and a summer. There are 5 required courses (15 cr. hours) and 8 electives from which the student may select the other 12 credit hours to fulfill the program requirements. Students entering the program without completing prior research are required to take EDUC 6893. Students entering the program with proof of a research project may elect to be exempt from the EDUC 6893–Research Project. Proof of prior research is an acceptable graded paper based on students’ conducted research from their Master program. Students with terminal degrees or doctoral degrees may use their completed and graded dissertation or thesis.

Course Requirements (see Balance Sheet, Appendix A)

Required Courses (5 courses; 15 hours)	
EDUC 6423-Seminar in Social Issues and Comparative Education	3
EDUC 6133-Using the SPSS Statistical Package	3
EDSC 6123-Diagnosis and Treatment	3
EDSC 6143-Clinical Supervision	3
EDSC 6853-Practicum in Supervision	3
Elective courses (4 courses; 12 hours)	
EDSC 6263 -Advanced Seminar in Students Issues	3
EDSC 6363-Advanced Seminar in Counseling Theories	3
EDSC 6463-Counseling Children (Strongly recommended for elementary and middle grades counselors)	3
EDSC 6563-Advanced Career Counseling	3
EDUC 6663 -Advanced Multicultural Studies	3
EDSC 6763-Leading Groups in Schools	3
EDUC 6893-Research Project	1-6
EDUC 6993-Thesis	6-9

Course Descriptions

Required Courses. The following are the courses that must be taken in the program:

EDUC 6423-Seminar in Social Issues and Comparative Education

Course participants analyze the relationship between education and society, examining such issues as race, ethnicity, class, and gender in comparative perspectives. Data and models from selected nations, including emerging economically developed countries, are used. Emphasis is on free, analytical discussions of issues in American education as compared to similar issues in other countries.

EDSC 6123-Diagnosis and Treatment

Candidates will learn the basics of diagnosing and treating maladjusted behavior using the current Dictionary of Statistical Measurement (DSM) materials. While all five axes will receive attention, the focus will predominantly be on Axes I and II.

EDUC 6133-Using the SPSS Statistical Package

This course trains candidates to use the Statistical Package for the Social Sciences (SPSS) to perform statistical analyses on data. It will enhance candidates' knowledge of the logic and methodology of educational research as well as the statistical design in education research. Emphasis is on how to analyze research data using SPSS.

EDSC 6143-Clinical Supervision

Candidates will discuss and demonstrate a variety of supervision strategies through a supervised process and interactions with peers. Development of these skills will increase their levels of counseling supervision experience prior to field placements. Service learning is included to enhance the experience for candidates, the university, and the community.

EDSC 6853-Practicum in Supervision

Development of supervision of counseling skills will be enhanced through active learning methods and evaluation practice as provided in this course. Candidates will increase their levels of counseling supervision experience prior to field placements. Candidates will discuss and demonstrate a variety of supervision strategies through their supervision, interactions with peers, and time with professionals on campus and in the field. Service learning is included to enhance the experience for candidates, the university, and the community.

Elective Courses. The following are course listings from which four additional courses should be taken:

EDSC 6263-Advanced Seminar in Student Issues

Candidates will read primary resources and research in a particular topic facing P-12 students. While the topic may include exceptionalities, this course may also focus on more typical issues.

They will make a presentation on some aspect of the issue and integrate the information into their personal counseling position paper. THIS COURSE CAN BE TAKEN MORE THAN ONCE AS THE TOPIC(S) TO BE STUDIED IS (ARE) CHANGED.

EDSC 6363-Advanced Seminar in Counseling Theories

Candidates will read primary resources and research in a particular orientation. They will make a presentation on some aspect of the approach and integrate the information into their personal counseling position paper. THIS COURSE CAN BE TAKEN MORE THAN ONCE AS THE THEORY (THEORIES) TO BE STUDIED IS (ARE) CHANGED.

EDSC 6463-Counseling Children (strongly suggested for elementary and middle grades)

Activity-based counseling is an essential component of counseling in the lower grades. Participants in this course will learn a variety of expressive processes, including art, manipulation of objects and toys, and role play, and collect a variety of objects the use in these processes. They will apply this information to actual clients.

EDSC 6563-Advanced Career Counseling

Candidates in this course will become experts in Georgia 411 and GCIS and GCIS Junior. They will strategize how to utilize this information, apply their strategy, and critiques their results.

EDUC 6663-Advanced Multicultural Studies

While continuing to add to their fund of knowledge of the five major cultural groups in the Georgia (i.e., African American, Hispanic American, Asian American, Native American, and Caucasian American), candidates will also examine the impact of learning styles, multi-intelligences, economics, and other less visible issues on themselves and their students.

EDSC 6763-Leading Groups in Schools

In addition to strengthening candidates' understanding of the theories involved in leading small groups psycho-educational and counseling sessions, considerable time will be spent doing service learning groups in a variety of school settings.

EDUC 6863-Research Project in Education (3-6 hours)*

Candidates will design and conduct a field-based project. They will be able to plan, organize, conduct, and present a research project consistent with a comprehensive school counseling program.

EDUC (ECED or EDMG) 6990-Thesis Prerequisite: permission of the dean (6-9 hours)

Research for the preparation of the master's thesis.

School Counselor Education EdS Transition Points

Since specialist candidates are already GaPSC certified in School Counseling, the advanced program transitions are somewhat different from the initial program. Phase I includes application to Graduate Studies and College of Education Advanced Programs in School Counselor Education. Phase II involves Entrance into Graduate Studies and CoE School Counselor Education Advanced Program. Exit from the program is Phase III. Phase IV occurs when follow-up contact is made of the program completers and their employers if they are employed as a school counselor at the time of the survey.

Phase I Application

The CoE unit assessment system for the advanced program is designed to assess and improve student learning. The first transition point occurs when candidates enter **Phase I, Application to FVSU Graduate Studies and to CoE Advanced Program**. In Phase I the graduate admissions advisor reviews applications, immunization records, three letters of recommendation, graduate transcripts (3.0 GPA), and forwards results to the department chair and admissions committee. Based on the assessment of the application materials received from Graduate Studies, advanced candidates for the school counseling preparation program are approved to be admitted into Graduate Studies and the program.

Phase II Entrance to the CoE and Graduate Studies

The second transition point occurs when candidates enter **Phase II, Entrance to the College of Education Advanced Program and to Graduate Studies**. An S-5 School Counseling certificate from the state of Georgia is the major requirement and provides evidence of initial training as a school counselor, including passing the GACE examinations, and documents satisfactory completing of an appropriate master's degree.

During **Phase II**, candidates will be scrutinized to ensure that they have a record clear of any actions that would violate the university or professional code of ethics; have evidence of membership in a professional organization, such as the American School Counseling Association (ASCA); and have submitted to a background check that was unremarkable.

Candidates must earn a B or higher grade in required courses. At the program level, advanced candidates are assessed in individual courses using various performance measures and techniques. Individually written research reports, technological presentations, and term papers assess scholarly writing skill levels. Individual and group oral presentations assess communication skills and content.

Phase III Exit from the Program

The third transition point occurs when candidates enter **Phase III, Exit from the Program**. In the CoE all graduate candidates must have demonstrated the fundamental principles of action research by applying the process to everyday practice and educational policy during their graduate work. Candidates identify and solve problems in a classroom or school. Any candidate who has not done action research at the graduate level can use elective hours to create a PowerPoint presentation, gather data, and write up the results. The ultimate goal is that inquiry should lead to an improvement in practice and increased understanding of the issues, both

theoretical and practical, that arrive during the course of carrying out their research. Research for this project will be supervised by major advisors. Candidates will be strongly encouraged to submit their papers in article format for presentation or publication and to present their findings to their colleagues and to school administrators. The assessment reviews will be used to assess the candidates' knowledge and skills to enhance action research and to inform instruction on the advanced level.

A requirement of Exiting from the program is for students to earn a satisfactory or better rating on all key assessments and maintaining a grade point average of 3.00 (B) or better on the 27 hours of course work completed at this level. Grades below a C will not be accepted toward the degree and candidates cannot earn more than three Cs. At the end of each semester, a report of academic performance showing courses taken, grades earned, quality points awarded, and a grade-point average is available to candidates. This report will reflect candidate academic standing. In addition, students must complete the Exit Survey before exiting the program.

Phase IV Follow-Up

The final transition point occurs when candidates enter **Phase IV, Follow-Up**. Upon placement in employment, employers will complete follow-up surveys for graduates. In addition, graduates will complete follow-up surveys to be used as feedback by the program.

Key Assessments and Rubrics

Key Assessment # 1 Grade Point Average

A student in the EdS program who does not maintain a 3.0 GPA will be placed on academic probation in keeping with the policy of Graduate Studies. Students should be familiar with the handbook of Graduate Studies. The program reserves the right to dismiss or place on remediation any student who continues to fail to not maintain or obtain a 3.0 after probationary status. In addition, a student who fails to achieve satisfactory scores on the program's key assessments, including an assessment of dispositions, will be counseled and provided with a professional development plan. Failure to complete the plan satisfactorily or failure to improve assessment scores in any succeeding semester may result in the student's dismissal from the program.

Key Assessment # 2 Departmental Comprehensive Examination

All students in the Education Specialist program will pass a final comprehensive exam which measures student knowledge, skills, and abilities during their time in the program. The exam is a requirement of graduate studies. The exam is a departmental developed exam therefore will adhere to the policies of Graduate Studies and Extended Education. Students, who do not pass the exam, must wait until the following semester to make application to retake the exam. The exam will be offered each semester; however, students are only allowed to take the exam once a semester. Students are allowed three attempts to take and pass the Comprehensive Final Exam. Upon the third (3rd) attempt to take the exam, should the student fail, he/she is dismissed from the program. This policy is in application of the school counselor Education Specialist program only.

Key Assessment #3 School Counseling Programming-Career Rubric

Students will demonstrate knowledge, skills, and abilities consistent with their post experience as certified school counselors. In alignment with the career and vocational needs of students Key assessment #3 examines the students' knowledge and application of career concepts and career counseling approaches. Through coursework and discussions students will have an opportunity to demonstrate proficiency at Target, Acceptable, Emerging, and Unacceptable performance levels.

Key Assessment #4 Supervisory Performance Rubric

Candidates will perform simulations and audio and video recordings of supervisory situations in which they will be able to demonstrate the skills listed on this rubric. Faculty will evaluate their performances, record results in LiveText, and provide feedback to the candidates.

Key Assessment #5 Action Research Rubric

Students who have not conducted formal research are required to complete a research project. Students who have conducted formal research will have this area waived, if their research meets the criteria. The research should be school or school counseling related. All research conducted by Fort Valley State University School Counselor Education programs must maintain the policies, procedures, and ethical standards for conducting research. All research will be submitted to the FVSU Human Subjects Committee and receive approval/exemption prior to the enactment of the data collection process. All involved parties/agencies must be in agreement, and the students receive written documentation of the agreements. Students who violate the policies, procedures, or ethical standards for conducting research will be disciplined. This may include dismissal from the program, delay in progress, or revising of the research project. All student research at FVSU School Counselor Education is to be overseen by a faculty member in the School Counselor Education program. A key assessment is used in this area which examines the students ability to conduct rigorous research.

Key Assessment #6 Disposition and Professionals Behavior Rubric

The Dispositions and Professional Behaviors Form was created for the CoE in an effort to standardize analysis of the illusive area of dispositions. A subcommittee of the unit worked over a period of several months to develop this instrument. Members incorporated ideas from other educator preparation programs into the final form. Because the area of dispositions is rather nebulous, it is expected that this instrument will be revised periodically. A rubric that accompanies the form provides descriptors for the levels of target, acceptable and unacceptable. Faculty within the department have an opportunity to use the instrument at any time within the semester. Specialist candidates should score at the acceptable level or above on each statement.

Key Assessment #7 Writing Rubric

School counselors are leaders in their schools and as such must be able to communicate effectively in writing. The writing rubric is used to provide EdS candidates feedback about their current writing skills and improving those skills. All classes and faculty will emphasize appropriate grammar/spelling, utilization of the *Publication Manual of the American Psychological Association* (6th ed.). As professionals with an EdS degree, school counselors

may be viewed even more as leaders in their schools, and thus have additional writing and editing responsibilities. When serving as supervisors, school counselors also need solid writing skills in reviewing/editing work of supervisees. EdS candidates should also be adept in writing for publications and grants.

Policies and Procedures

Student Grievances and Concerns

All issues should be addressed with the appropriate faculty member before being pursued up the chain of command (see page 9). After faculty member the next level of review is department chair; then the Associate Dean of the College of Education, prior to the Dean of the College of Education. If the student remains unsatisfied he/she may then proceed with the Vice President of Academic Affairs; and then the Provost. The last two levels where redress of issues can occur is the President of FVSU and then the Board of Regents.

In the College of Education, we work hard to work together with our students, our peers, and the rest of the campus; therefore, if some issue is of concern to you, please find someone in your department with whom to discuss it. If that discussion does not resolve the issue for you, go to the next level. In some instances the Dean of Graduate Studies may be involved. Such issues include, but are not limited to, grade appeals and dismissals.

All students should examine the Graduate Studies Handbook for clarification of additional rights and responsibilities. The School Counselor Education programs are under the auspices of the College of Education and Graduate Studies and Extended Education. It is therefore encouraged that students make themselves aware of all policies of Fort Valley State University, colleges, and programs.

No student shall be subjected to harassment of any kind, including sexual harassment or racial harassment. In these particular situations it may not be suitable for the student to talk with the faculty of concern. Students may pursue discussion with their advisor or the supervising administrative of the faculty of concern. It is best for students to put their concerns in writing. For further clarification, please consult the student handbook or academic affairs.

Code of Conduct

This program adheres to the code of conduct established in the Fort Valley State University Candidate Code of Conduct Handbook, which reflects the University system of Georgia's Ethical standards (www.usg.edu/audit/compliance/ethics). In addition, the School Counselor Education Programs believes the following are essential to meet the proficiency standards, goals, and objectives discussed in this handbook.

Retention, Remediation, and Dismissal Policy

The school counselor education program adheres to the retention and dismissal policy located in the Fort Valley State University Graduate Studies Handbook and the College of Education Handbook. In addition, the program also has policies regarding retention and dismissal. Candidates are expected to display professional conduct that includes but is not limited to

- Demonstrate respect toward peer candidates, faculty of the program, and supervising faculty,
- Complete and submit homework in a timely manner,
- Attend all required meetings unless excused,
- Display an emotional maturity and psychological health that does not interfere with the function of the classroom, program, or candidate's progress through program.
- Dress appropriately in a fashion that does not distract from the academic learning of other candidates.
- Except responsibility for their own behaviors and the consequences of behaviors.

When identified through assessment or disposition, a candidate who continuously fails to meet the program expectation will be afforded due process. Faculty member(s) will meet with the candidate to discuss candidate's struggles to meet program expectations. The candidate will be provided with a remediation plan that identifies conditions that need to be met in order to continue in the program. Due to the length of the program, the remediation plan will only cover one semester. During that time it is the responsibility of the candidate to meet the conditions of the remediation plan. Faculty members will assist when necessary but will not be responsible for carrying out the plan.

Appeal Process

It is understood that candidates may not agree with certain decisions made by faculty. Decisions such as final course grades or program dismissals may be appealed. However, the candidate is expected to follow the protocol established by Graduate Studies. Appeals procedures are to be documented. Candidates should refer to the Fort Valley State University Graduate Student Code of Conduct (see **Appendix E**) in the Graduate Studies Handbook regarding the Universities appeal process and grievances.

Advisors

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

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

American Counseling Association (ACA)

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

American School Counselor Association (ASCA)

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

Georgia School Counselor Association (GSCA)

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

Association for Counselor Education and Supervision (ACES)

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

Georgia Association for Counselor Education and Supervision (GACES)

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.

Counselor Education and Supervision Professional and Student Association

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

APPENDICES

APPENDIX A

School Counselor Education Specialist Program
Balance Sheet

**FORT VALLEY STATE UNIVERSITY
Education Specialist Program- EDS
Balance Sheet- 27 credit hours**

Student Name:		ID:	Program Advisor		
Phone:		Email:			
Address:		City & State:			
Campus Program ()		Admission Date			
Course	Credit Hours	Semester	Grade Earned	Semester Taken	
REQUIRED COURSES (5 courses; 15 hours)					
EDUC 6423 Seminar in Social Issues and Comparative Education	3				
EDUC 6133 Using the SPSS Statistical Package	3				
ESDC 6123 Diagnosis and Treatment	3				
EDSC 6143 Clinical Supervision	3				
EDSC 6853 Practicum in Supervision	3				
ELECTIVE COURSES (4 courses; 12 hours)					
EDCS 6263 Advanced Seminar in Student Issues	3				
EDSC 6363 Advanced Seminar in Counseling Theories	3				
EDSC 6463 Counseling Children	3				
EDSC 6563 Advanced Career Counseling	3				
EDUC 6663 Advanced Multicultural Studies	3				
EDSC 6763 Leading Groups in Schools	3				
EDUC 6893 Research Project	3				
EDUC 6993 Thesis	3				
* Courses required before taking the practicum. Students must have an GPA of 3.0 or above.					
Total Credits:		27	GPA		
Comprehensive Exam: Students must sign up in the last semester of course work					
Comprehensive Exam: Students must sign up in the last semester of course work			Passed ()		
School Counselor Certification S5 ()					
() All of the above requirements for graduation have been met					
() All of the above requirements for graduation have not been met.					
Requirements Remaining:					
Proposed Graduation Date:				Graduation Date	
Comments:					
Student			Date:		
Advisor			Date:		
Department Chair			Date:		

APPENDIX B

Key Assessment #3 School Counseling Programming-Career

EdS – Key Assessment #3 – School Counseling Programming-Career

Element	Target	Acceptable	Emerging
<p>Contextual Attributes</p> <p>Provides rationale for school counseling program components in the development of a comprehensive school program, inclusive of career counseling.</p>	Examines components from more than one viewpoint. Understands major concepts and theories for sufficient application.	Can identify viewpoints and possess ability to discuss viewpoints. Identifies major concepts and has application skills.	Can identify concepts but struggles in application. Possess a limited viewpoint.
<p>Knowledge and Skills</p> <p>Demonstrates knowledge and skills for ongoing program development and refinement for student success post-graduation.</p>	Can articulate and demonstrate the ability to assist students in identifying post-graduation plans. Modifies program elements to be inclusive when necessary.	Displays a knowledge of post-graduate planning. Skills are present but not always visible. Program modification occurs as needed.	Demonstrates reasonable knowledge of post-graduate planning and understands necessity. Seeks for additional assistance.
Possesses quality skills and knowledge that is inclusive of other school personnel, faculty, and outside professionals in meeting the career needs of students.	Can speak to the necessity of inclusiveness of others. Can arrange workshops, meetings, and programs that meet individual goals of students.	Can speak to the necessity of inclusiveness of others, evidence of ability of some planning with students, continues to develop skills.	Agrees with the necessity of including others. Often does not display interest in career planning. Limited articulation or original contribution in discussions.
<p>Infusion of Technology</p> <p>Utilize various methods, software, smart applications, and other sources in managing and meeting student career needs.</p>	Demonstrates a variety of knowledge in career applications, promotes knowledge during discussions and assignments.	Demonstrates knowledge in career applications. Seeks knowledge from others, some original input. Struggles but displays genuine desire to grow.	Limited to course provision, does not always offer additional knowledge. Displays some interest with applications and desire to learn.
Developmental	Understands the	Understands levels of	Understands levels of

<p>Programming</p> <p>Appropriately distinguishes career needs for all students regardless of age / grade level.</p>	<p>various career intervention levels and consistently displays ability to apply the various career interventions at the grade/ age levels.</p>	<p>interventions and able to identify strategies. Struggles with modifying strategies to create more appropriate interventions.</p>	<p>intervention and can match with grade levels and age. Struggles with developing strategies for application. Struggles with modifying strategies without assistance.</p>
<p>Promotes an understanding of the impact of career exploration, career development, and career selection have on academic success.</p>	<p>Displays ability to develop materials to distinguish various intervention levels. Can provide discussions and educate other school personnel and parents.</p>	<p>Displays ability to develop materials for levels of intervention. Appears unclear in promoting / educating needs to parents and other school personnel.</p>	<p>Displays ability to develop materials for intervention levels. Struggles with developing concepts for education and promotion without assistance.</p>

APPENDIX C

Key Assessment #4 Supervisory Performance Rubric

Assessment #4: Supervisory Performance Rubric

Candidates must score at least "2-Acceptable" on each of these items to complete this rubric.

Student: _____ Date: _____ Instructor: _____ Total: _____

Processes	3 Target	2 Acceptable	1-0 Unacceptable	SCORE
1. Supervisor/supervisee relationship A. Rapport B. Active Listening C. Dichotomy	-Effective introduction (purpose, qualifications, supervisory style and theory) -Supervisee relaxes and shares openly -Nonverbal listening -Reflects less obvious issues -Reflects metaphors and style issues -Good timing on sharing/exploring deeper issues -Avoids problem solving either side -Clarifies the polarities using Jungian or family systems	-Some discussion of purpose, qualifications, supervisory style and theory -Open posture -Supervisee shares in goals/purposes -Summarizes information -Accurately reflects feelings -Does both "1" & "2" Simultaneously -Identifies a split in the student's perspective -Actively listens to both sides	-Does not introduce self adequately -Closed in posture -Does not express interest in Student -Does not summarize information -Does not accurately reflect feelings -Does not do both "1" & "2" simultaneously -Bad timing sharing and/or exploring deeper issues -Does not identify a split in the student's perspective -Does not actively listen to both sides -Attempts problem solving either side without noting the affect	_____ _____ _____
2. Administrative A. Problem solving B. Organizational	-Guides supervisee to deconstruct topic(s) -Issue(s) is (are) redefined during discussion -Assists supervisee to take ownership of plan -Provides direct insight into supervisee's various tasks and roles -Provides feedback which assists supervisee in organizing tasks and responsibilities	-Uses appropriate problem-solving skills -Seeks clarifications And buy-in before implements next part -Suggests solutions to be considered -Assists supervisee to make a clear commitment to plan -Provides oversight into supervisee's various tasks and roles -Discusses how to organize supervisee's tasks and responsibilities	-Does not use appropriate problem-solving skills -Does not seek clarifications and buy-in before implements next part -Does not suggest solutions to be considered -Assumes understanding of words/events - Doesn't assist supervisee buy-in -Does not discuss supervisee's various tasks and roles -Does not provide guidance re: organizing supervisee's tasks and responsibilities	_____ _____
3. Clinical A. Implementation of Supervisory Model	-Analyzes supervisee dialogue based on chosen supervisory model -Articulates differences in perceptions based on differing theoretical perspectives -Provides feedback in terms	-Uses chosen supervisory model to reflect on supervisee's statements -Provides feedback in terms of chosen supervisory model	-Does not use a preferred supervisory model -Does not provide feedback based on preferred supervisory model	_____

<p>_____</p> <p>B. Incorporation of Supervisory Roles</p>	<p>of chosen supervisory model</p> <p>_____</p> <p>-Is able to flow in roles of teacher, consultant, counselor as appropriate</p>	<p>_____</p> <p>-Provides feedback using teacher, consultant, and/or counselor role</p>	<p>_____</p> <p>-Does not operate in the teacher, consultant, or counselor role</p>	<p>_____</p>
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APPENDIX D

Key Assessment #5 Action Research Rubric

Action Research Project Scoring Rubric Key. NCATE/PSC Assessment, Addresses CACREP Standards G.7 and G.8 and CAEP Standards 1 and 5.

CAEP Std	Required Components	Target 3 points	Acceptable 2 points	Unacceptable 0 or 1 points
<p>1.1 Candidate Knowledge, Skills, and Professional Dispositions</p> <p>1.2 Providers ensure that completers use research and evidence</p> <p>1.3</p> <p>1.4</p> <p>1.5</p>	Mastery of educational topic	Literature review demonstrates a thorough grounding in current professional literature and research; reflects depth and breadth of knowledge and understanding of the issue; exceeds the expected number of current research and professional literature resources; links the research to young adolescent development and research on effective schools for child and adolescents	Clearly presents knowledge and understanding of each issue through a clear discussion of current research and professional literature; utilizes the expected number of current research and professional literature resources; links the research to child and adolescent development	Limited discussion of the issue; literature review reflects limited or superficial knowledge and understanding; literature is drawn from limited or inappropriate resources
<p>4.1 Impact on P-12 Student Learning and Development</p> <p>5.1 Quality and Strategic Evaluation-multiple measures & evidence</p> <p>5.2 Quality and Strategic Evaluation-</p>	Depth, quality, and accuracy of assessment of school program and practices	Description, analysis, and evaluation of existing school program and practices are thoughtful, reflective, and in-depth, showing interconnections and strong links to the literature review	Clear description, analysis, and evaluation of existing school program and practices; research from the literature is clearly linked to this discussion	Minimal and shallow description, analysis, and evaluation of existing school program and practices; narrative provides mostly a description with limited or missing analysis and evaluation
<p>4.1</p> <p>5.1</p> <p>5.2</p> <p>5.5 Cont Imp- stakeholders are involved in program evaluation</p>	Depth, quality, and accuracy of assessment of candidate's program and counseling	Description, analysis, and evaluation of candidate's program and counseling are thoughtful, reflective, and in-depth, showing interconnections and strong links to the literature review	Clear description, analysis, and evaluation of candidate's program and counseling; research from the literature is clearly linked to this discussion	Minimal and shallow description, analysis, and evaluation of candidate's program and counseling; narrative provides mostly a description with limited or missing analysis and evaluation
<p>5.3 Continuous Improvement-systematically uses results</p> <p>5.4 Cont Imp- Measures of completer impact . .</p>	Recommendations for school, classroom, and counseling improvements	Position statement is strongly supported by research; implementation suggestions are clearly linked to the research and to the existing school program; insightful, critical, and analytical discussion of recommendations that	Position statement is supported by research; implementation suggestions are reasonably do-able, well thought out, and reflect child and adolescent development; connected to existing school	Position statement is not supported by research; implementation suggestions are shallow, poorly thought out, unrealistic, not reasonably "do-able"; unconnected to existing school program and/or

summarized, externally benchmarked, analyzed, shared widely, and acted upon		are “do-able and reflect young adolescent development and research on effective schools	program and research	research
5.4 Cont Imp- Measures of completer impact . . . summarized . . . shared widely	Grammar, Mechanics, APA, and Project deadlines	The narrative has been edited for spelling, grammar, sentence structure, flow of ideas; demonstrates exceptional writing skills; no problems or errors; exceptional use of APA; submitted on-time.	The narrative has been edited for spelling, grammar, sentence structure, flow of ideas; a few problems requiring minimal editing; clear, organized—demonstrating acceptable writing skills; appropriate use of APA; submitted by the due date/time	The narrative has not been edited for spelling, grammar, sentence structure, flow of ideas; numerous errors that detract from the message of the content, numerous errors in APA style, submitted after the due date/time
	Comments			
	Grade			

APPENDIX E

Key Assessment #6 Professional Behavior and Disposition

EdS Key Assessment #6: Disposition and Professional Behaviors Rubric

Candidate Name _____

Course _____

Date _____

Instructor _____

Disposition or Professional Behavior	Target (3)	Acceptable (2)	Unacceptable (1)	NCATE Element Addressed
1. Executes educational practices that reflect the belief that all students can learn NCATE 1b;e;f	Always encourages students to do their best; provides for multiple intelligences as well as for exceptionalities; provides motivating opportunities that let students be responsible for their own learning	Provides positive feedback to students; uses language that is free of sarcasm and ridicule; prepares instructional activities that motivate students and provide opportunities for success for all	Uses a harsh tone of voice, language that is critical of students, and behavior that demeans students	PPKS SL
2. Displays the ability to work with diverse individuals and supervisees NCATE 1b;e;f	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded	Works harmoniously and effectively with diverse individuals	Communicates an inability or unwillingness to work with some students, other counselor candidates, or teachers	PPKS Diversity
3. Demonstrates the ability to work with students, families, colleagues, community members, and supervisees in a positive professional	Frequently involves students and families in planning for student success; offers assistance to colleagues when appropriate; brings community members into the school for planning for	Includes students and families in planning for student success; communicates regularly with students and families; works with colleagues; recognizes the community's role in school	Does not involve students or parents in student progress; does not work well with colleagues; does not engage in community activities or support community involvement in schools	PCK PPKS Diversity

manner. NCATE 1b;e;f	school improvement	improvement		SL
4. Treats others with courtesy, respect and open-mindedness NCATE 1b;e;f	Treats others with courtesy, respect and open-mindedness; listens to and shows interest in the ideas and opinions of others	Treats others with courtesy and respect; words and actions are polite and professional	At times treats others rudely and with disrespect; words or actions are insulting or show contempt for others	Diversity SL
5. Interacts appropriately and positively with others NCATE 1b;e;f	Interactions, with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions	Interactions with peers, colleagues, or authority figures are appropriate and positive	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate	Diversity
6. Demonstrates enthusiasm, confidence, and initiative NCATE 1b;e;f	Is enthusiastic, confident, and takes initiative beyond what is expected	Exhibits enthusiasm and confidence in teaching and takes initiative	Lacks enthusiasm and confidence in teaching and does not take initiative	PPKS
7. Exhibits professional behavior in accordance with ethical standards of the profession NCATE 1b;e;f	Complies with the Code of Ethics for both Professional School Counselors and Counseling Supervisors, consistently displays professional behavior not only in the classroom but in association with peers, supervisees, and community members	Complies with the Code of Ethics for both Professional School Counselors and Counseling Supervisors, upholds the policies of the institution and the public schools	Exhibits behavior that violate the Code of Ethics for either Professional School Counselors or Counseling Supervisors, disregards policies of the school	PCK PPKS Diversity
8. Meets	Always abides by deadlines for	Consistently abides by	Does not consistently abide by deadlines for	

deadlines NCATE 1b;e;f	assignments including projects and presentations	deadlines for assignments, including projects and presentations	assignments, including projects and presentations	PPKS
9. Displays enthusiasm for the profession and a thirst for life-long learning NCATE 1b;e;f	Looks for opportunities for professional growth; displays enjoyment in learning activities	Willingly attends required professional development activities; keeps up with current trends through scholarship and reading	Prepares minimally for counseling program; does not elect to participate in professional development	PCK PPKS
10. Accepts and uses constructive criticism (feedback) NCATE 1b;e;f	Is receptive to constructive comments, implements changes, and seeks feedback from others	Is receptive to constructive comments and implements changes	Is not receptive to constructive comments and shows no signs of implementing change	PPKS
11. Demonstrates appropriate self-monitoring and control of emotions and behavior NCATE 1b;e;f	Controls emotional and behavioral responses and monitors responses for self-improvement	Regularly controls emotional and behavioral responses	At times visibly demonstrates a lack of emotional control; may become upset, use putdowns, or display anger	PPKS
12. Demonstrates acceptable professional appearance and uses appropriate hygiene NCATE 1b;e;f	Is a role model of professionalism through personal appearance, attire, and hygiene	Appearance, attire, and hygiene are appropriate	Appearance, attire, and/or hygiene are often inappropriate	PPKS

<p>13. Maintains confidentiality of records, correspondence and conversations</p> <p>NCATE 1b;e;f</p>	<p>Maintains confidentiality of student records, professional correspondence and conversations, and supervisory consultations; does not tolerate gossiping or abuses of confidentiality by others</p>	<p>Maintains confidentiality of student records, professional correspondence and conversations, and supervisory consultations; refrains from gossiping</p>	<p>Does not maintain confidentiality of records; participates in gossip about students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations; does not maintain confidentiality of supervisory consultations</p>	<p>PPKS</p>
<p>14. Prepares thoroughly and consistently</p> <p>NCATE 1b;e;f</p>	<p>Always displays a thorough preparation of academic materials and goes beyond required criteria</p>	<p>Consistently displays a thorough preparation of academic materials</p>	<p>Seldom displays a thorough preparation of academic materials</p>	<p>C PCK PPKS SL</p>
<p>15. Exhibits a strict code of honesty related to tests and assignment</p> <p>NCATE 1b;e;f</p>	<p>Always demonstrates behaviors that exemplify honesty and integrity; documents thoroughly</p>	<p>Consistently demonstrates behaviors that exemplify honesty and integrity; documents consistently</p>	<p>Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy</p>	<p>PPKS</p>
<p>16. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students and working with supervisees</p> <p>NCATE 1b;e;f</p>	<p>Always models language that is exemplary and deals individually with students and supervisees who exhibit inappropriate language; maintains a warm but professional attitude with students and supervisees; guides the behavior of</p>	<p>Uses no objectionable language; reveals general personal information when appropriate; never loses his/her temper</p>	<p>Uses objectionable language; reveals inappropriate sensitive and personal information in the classroom or consultative setting; is unable to control his/her temper</p>	<p>PPKS SL</p>

	students and supervisees in a caring and gentle way			
<p>17. Displays maturity and independence by following appropriate protocol when seeking solutions to problems</p> <p>NCATE 1b;e;f</p>	Seeks solutions independently and/or identifies the faculty or staff member or resource person who can assist; addresses problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions	If unable to resolve problem independently, enlists the help of faculty or staff or consultants in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame	Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming rather than seeking solutions; does not demonstrate discretion when discussing problems	PPKS
<p>18. Is appropriately prepared for classes, meetings</p>	Dependable—always arrives early and is well-prepared (information, documentation)	Arrives on time with adequate preparation (information, documentation)	Undependable—sometimes arrives late and is unprepared (information, documentation)	

APPENDIX F

Key Assessment #7 Writing Rubric

Assessment #7: Writing Sample Rubric**How the Assessment Is Used in the Program**

School counselors are leaders in their schools and as such must be able to communicate effectively in writing. The writing rubric is used provide EdS candidates feedback about where their writing skills are currently and what they need to do to improve those skills. All classes and faculty will emphasize appropriate grammar/spelling, utilization of the *Publication Manual of the American Psychological Association (6th ed.)*. As professionals in an EdS degree, school counselors may be viewed even more as leaders in their schools and thus have additional writing and editing responsibilities. When serving as supervisors, school counselors also need solid writing skills in reviewing/editing work of supervisees. EdS candidates should also be adept in writing for publications and grants.

Description and Instructions - Whenever written assignments are given, this rubric informs the candidate of the quality requirements for that document. Its concern is not just for content, but also for writing style and ethical guidelines. Meeting time tables and using APA standards are also significant aspects of this evaluation.

Key Assessment 6- CACREP I1, I5, CAEP 1.1, 3.1, 3.4**WRITING SAMPLE**

CRITERIA	TARGET 3	ACCEPTABLE 2	UNACCEPTABLE 1
Mastery of educational / developmental key concepts and professional topics	All present Evidences useable knowledge, reflects depth of knowledge, appropriate application of concepts, provides supportive statements, examples, and citations. Summarizing at professional level (ex: literature review)	4 or more present Evidences useable knowledge, reflects depth of knowledge, appropriate application of concepts, provides supportive statements, examples, and citations. Summarizing at professional level (ex: literature review)	2 or more present Lacks evidence student understands concepts, struggles with application, few supportive statements, examples, or citations. Summarizing at professional level (ex: literature review)
Critical thinking	All present Proficient in higher order thinking, major concepts discussed, presence of multiple perspectives, comparisons, critical examinations .	3 or more present Proficient in higher order thinking, major concepts discussed, presence of multiple perspectives, comparisons, critical examinations.	Less than 3 Proficient in higher order thinking, major concepts discussed, presence of multiple perspectives, comparisons, critical examinations. Synthesis

	Synthesis in narrative form of data/test results, etc.	Synthesis in narrative form of data/test results, etc.	in narrative form of data/test results, etc.
Writing Ability	All present Evidence of editing for spelling, grammar, sentence structure, flow of concepts, well organized.	3 or more present Evidence of editing for spelling, grammar, sentence structure, flow of concepts, well organized.	3 or more present Lacks editing, multiple spelling errors, poor grammar, poor sentence structures, lacks transitions, unorganized.
APA Format	Exceptional application of APA style, appropriate for publication, meets instructor requirements.	Appropriate APA application with few errors, appropriate for publication, meets instructor requirements.	Evidence of numerous APA application errors, not appropriate for publication, did not adhere to instructor requirements.
Assignment Guidelines	Adhere to all assignment guidelines, including deadline and submission	Absence of less than 2 guidelines, submitted by the deadline with proper submission	Absence of 2 or more guidelines or past deadline or improper submission
Innovative in expressing and communicating to various audiences	Proficient in creating/designing publications (ex., surveys, power points, grant proposals, newsletters)	Some proficiency in creating/designing publications (ex., surveys, power points, grant proposals, newsletters)	Lacks proficiency in creating/designing publications (ex., surveys, power points, grant proposals, newsletters)

APPENDIX G

Graduate Student Survey

School Counselor Education Follow-up Surveys

**Fort Valley State University
College of Education
Graduate: School Counselor Survey**

Name _____
Last
First
MI

Program of Study _____

The purpose of this survey is to gather information about how well your program at Fort Valley State University prepared you for work as a professional educator. Your feedback, along with information from other graduates and work supervisors, will be used to improve our programs. While we are requesting your name to coordinate record keeping, information regarding individuals will remain confidential. Thank you for taking the time to assist us.

Graduate Experience:

1. Were you a Certification student with a graduate degree from another institution? (Circle One)
YES NO
 If YES, what school(s) did you attend before coming to FVSU? _____

Current Status:

2. Do you currently have a school counseling contract? YES NO
 (If you answered YES, continue; if you answered NO, go to question 7.)

3. What age level are you counseling? (Circle One)
Elementary
Upper Elementary
Middle School
High School

4. In what county will you be counseling? _____

5. Please respond to the following questions in terms of the degree to which you feel that the FVSU program prepared you to do the following:
 (Key: SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree, NA=not applicable)

6. The College of Education SCE prepared me to:

a. use knowledge of practice to adjust counseling to different styles	SA	A	N	D	SD	N
b. know standard English grammar and usage	SA	A	N	D	SD	N
c. apply knowledge in solving problems or critical thinking situations	SA	A	N	D	SD	N
d. use the counseling concepts correctly	SA	A	N	D	SD	N
e. communicate in English correctly in oral and written forms	SA	A	N	D	SD	N
f. exhibit dominant traits of an instructional leader	SA	A	N	D	SD	N
g. demonstrate confidence in classroom and school interactions	SA	A	N	D	SD	N
h. evidence knowledge of cultural literacy	SA	A	N	D	SD	N
i. exhibit an attitude of reflection and perseverance	SA	A	N	D	SD	N

j. be able to relate to diverse learners	SA	A	N	D	SD	N
k. use knowledge of practice to adjust counseling to different styles	SA	A	N	D	SD	N
l. use a repertoire of explanations and counseling strategies to serve a variety of students and issues	SA	A	N	D	SD	N
m. use knowledge of learners' needs to inform counseling strategies	SA	A	N	D	SD	N
n. use knowledge of effective classroom management techniques	SA	A	N	D	SD	N
o. reflect on practice and makes necessary adjustments to enhance student development	SA	A	N	D	SD	N
p. assess the school counseling program and make appropriate adjustments	SA	A	N	D	SD	N
q. recognize the appropriate and inappropriate use of technology in the school	SA	A	N	D	SD	N
r. demonstrate ethical practices and moral judgment	SA	A	N	D	SD	N
s. understand diversity	SA	A	N	D	SD	N
t. have appreciation of and encourages divergent views and perspectives to be shared	SA	A	N	D	SD	N
u. use knowledge of connectivity to inform parents and community of counseling program	SA	A	N	D	SD	N
v. use knowledge of the readiness state of the student to assess issues in counseling	SA	A	N	D	SD	N
w. select appropriate counseling strategies for the students you see	SA	A	N	D	SD	N
x. structure classroom guidance session to market your program	SA	A	N	D	SD	N
y. use small groups to counsel students	SA	A	N	D	SD	N
z. value using technology to develop students' requisite skills	SA	A	N	D	SD	N
aa. create user-friendly experiences to assuage students' fears	SA	A	N	D	SD	N
bb. show an appreciation for the power of technology to manage school counseling program	SA	A	N	D	SD	N
cc. apply ethical standards of practice as mandated by professional, state, and institutional standards	SA	A	N	D	SD	N
dd. pursue interests in life-long learning opportunities	SA	A	N	D	SD	N
ee. able to work with families, colleagues, and communities	SA	A	N	D	SD	N
ff. respect and acknowledge individuals as persons shaped by diverse cultures	SA	A	N	D	SD	N
gg. have enthusiasm for the profession	SA	A	N	D	SD	N
hh. show care and concern for all learners	SA	A	N	D	SD	N
ii. use knowledge of how students learn to respond better and select developmentally-appropriate alternatives in counseling	SA	A	N	D	SD	N
jj. show facility in connecting to students	SA	A	N	D	SD	N
jj. have real-world problem situations considerate of school, students' different family backgrounds, and diverse community contexts	SA	A	N	D	SD	N
kk. show an understanding of how major socio-economic issues affect schools	SA	A	N	D	SD	N

7. How prepared do you feel you are to do each of the following?

Key: 1 = Very unprepared, 2 = Unprepared, 3 = Prepared, 4 = Well prepared, 5 = Very well prepared, NA not applicable

6. Demonstrate competence in content knowledge	1	2	3	4	5
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7. Use effective pedagogical skills	1	2	3	4	5
8. Use technology appropriately to enhance learning	1	2	3	4	5
9. Evidence a caring disposition	1	2	3	4	5
10. Understanding of and appreciation for diversity	1	2	3	4	5

8. Briefly identify any additional areas in which we should better prepare our candidates.

9. Briefly identify what you believe are two of the program's strengths:

Information Request

Your Name: _____ Date Graduated: _____

Current Employment (unemployed, full-time, part-time): _____

Current Position: _____

Place of employment: _____

Your Supervisor: _____ Phone: _____

Address: _____

I authorize the College of Education at Fort Valley State University to contact me and my employer at a later date for the purpose of requesting feedback on my training.

I do not authorize the College of Education at Fort Valley State University to contact me and my employer at a later date for the purpose of requesting feedback on my training.

Signature _____ Date _____

APPENDIX H

Graduate Student Employer Survey

Fort Valley State University
College of Education
Employer: Educations Specialist Survey

Name _____
Last
First
MI

Program of Study _____

The purpose of this survey is to gather information about how well the program at Fort Valley State University prepared your school counselor for work as a professional educator. Your feedback, along with information from graduates, will be used to improve our programs. While we are requesting your name to coordinate record keeping, information regarding individuals will remain confidential. Thank you for taking the time to assist us.

Graduate Experience:

1. Did you know that your school counselor was trained at Fort Valley State University? (Circle One)
YES NO

Current Status:

2. Is he/she working full time as a school counselor? YES NO
(If you answered YES, continue; if you answered no, go to question 7)

3. What age level will he/she be counseling? (Circle One)
Elementary
Upper Elementary
Middle School
High School

4. What county are you in? _____

5. Please respond to the following questions in terms of the degree to which you feel that the FVSU graduate seems prepared to do:
 (Key: SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree, NA=not applicable)

7. The graduate of the College of Education SCE is prepared to:

- | | | | | | | |
|---|----|---|---|---|----|---|
| a. use knowledge of practice to adjust counseling to different styles | SA | A | N | D | SD | N |
| b. know standard English grammar and usage | SA | A | N | D | SD | N |
| c. apply knowledge in solving problems or critical thinking situations | SA | A | N | D | SD | N |
| d. use the counseling concepts correctly | SA | A | N | D | SD | N |
| e. communicate in English correctly in oral and written forms | SA | A | N | D | SD | N |
| f. exhibit dominant traits of an instructional leader | SA | A | N | D | SD | N |
| g. demonstrate confidence in classroom and school interactions | SA | A | N | D | SD | N |
| h. evidence knowledge of cultural literacy | SA | A | N | D | SD | N |
| i. exhibit an attitude of reflection and perseverance | SA | A | N | D | SD | N |
| j. be able to relate to diverse learners | SA | A | N | D | SD | N |
| k. use knowledge of practice to adjust counseling to learning styles | SA | A | N | D | SD | N |
| l. use a repertoire of explanations and counseling strategies to serve a variety of students and issues | SA | A | N | D | SD | N |
| m. use knowledge of learners' needs to inform counseling strategies | SA | A | N | D | SD | N |
| n. use knowledge of effective classroom management techniques | SA | A | N | D | SD | N |

o. reflect on practice and make necessary adjustments to enhance student development	SA	A	N	D	SD	N
p. assess and the school counseling program and make appropriate adjustments	SA	A	N	D	SD	N
q. recognize the appropriate and inappropriate use of technology in the school	SA	A	N	D	SD	N
r. demonstrate ethical practices and moral judgment	SA	A	N	D	SD	N
s. understand diversity	SA	A	N	D	SD	N
t. have appreciation of and encourages divergent views and perspectives to be shared	SA	A	N	D	SD	N
u. use knowledge of connectivity to inform parents and community of counseling program	SA	A	N	D	SD	N
v. use knowledge of the readiness state of the student to assess issues in counseling	SA	A	N	D	SD	N
w. select appropriate counseling strategies for the students they see	SA	A	N	D	SD	N
x. structure classroom guidance session to market their program	SA	A	N	D	SD	N
y. use small groups to counsel students	SA	A	N	D	SD	N
z. value using technology to develop students' requisite skills	SA	A	N	D	SD	N
aa. create user-friendly experiences to assuage students' fears	SA	A	N	D	SD	N
bb. show an appreciation for the power of technology to manage their school counseling program	SA	A	N	D	SD	N
cc. apply ethical standards of practice as mandated by professional, state, and institutional standards	SA	A	N	D	SD	N
dd. pursue interests in life-long learning opportunities	SA	A	N	D	SD	N
ee. able to work with families, colleagues, and communities	SA	A	N	D	SD	N
ff. respect and acknowledges individuals as persons shaped by diverse cultures	SA	A	N	D	SD	N
gg. have enthusiasm for the profession	SA	A	N	D	SD	N
hh. show care and concern for all learners	SA	A	N	D	SD	N
ii. use knowledge of how students learn to respond better and select developmentally-appropriate alternatives in counseling	SA	A	N	D	SD	N
jj. show facility in connecting to students	SA	A	N	D	SD	N
kk. have real-world problem situations considerate of school, students' different family backgrounds, and diverse community contexts	SA	A	N	D	SD	N
ll. show an understanding of how major socio-economic issues affect schools	SA	A	N	D	SD	N

7. How prepared do you feel he/she is to do each of the following?

Key: 1 = Very unprepared, 2 = Unprepared, 3 = Prepared, 4 = Well prepared, 5 = Very well prepared, NA not applicable

Demonstrate competence in content knowledge	1	2	3	4	5
Use effective pedagogical skills	1	2	3	4	5
Use technology appropriately to enhance learning	1	2	3	4	5
Evidence a caring disposition	1	2	3	4	5
Understanding of and appreciation for diversity	1	2	3	4	5

8. Briefly identify any additional areas in which we should better prepare our candidates.

9. Briefly identify what you believe are two of the FVSU's program's strengths:

10. Any other comments you would like to make.

Thank you for your assistance!

APPENDIX I

General Campus Information

Appendix I General Campus Telephone Information		
<u>Service</u>	<u>Location/Building</u>	<u>Phone Number</u>
Absences	Academic Affairs/C. V. Troup	(478) 825- 6209
Academic Affairs	C.V. Troup	(478) 825-6330
Admissions, Graduate	Graduate Studies, Hubbard Educ Bldg	(478) 825-6237
Alumni Affairs	Peabody Building	(478) 825-6347
Athletics	H.P.E. Complex	(478) 825-6208
Automobile Registration	Campus Safety/Carnegie Hall	(478) 825-6211
Bookstore	Lyons Student Center	(478) 825-6623
Business & Finance	C.V. Troup	(478) 825-6400
Campus Police & Safety	Carnegie Hall	(478) 825-6211
Career Services	Peabody Building	(478) 825-6350
Cashier Office	C. V. Troup	(478) 825-6433
Change of Address	Registrar/C.V. Troup	(478) 825-6282
Change of Major	Registrar/C.V. Troup	(478) 825-6282
Class Schedule	Warner Robins Center	(478) 953-7423
Cashier Office	WRC	(478) 953-7423
College of Education (CoE)	Hubbard Education Building	(478) 825-6365
Differently Abled Services	Florence J. Hunt Infirmary	(478) 825- 6278
Dropping a Course/Withdrawal Program/ School Withdrawal	Advisor Registrar	Program Advisor (478) 825- 6282
Food Service	Food Service Center	(478) 825-6332
Graduate Studies, Extended Education, & Continuing Education	Hubbard Education Building & Warner Robins Center	(478) 825-6237, (478) 953-6128
Health Services	Florence J. Hunt Infirmary	(478) 825-6278
ID Carding	Cashiers Office/ C.V. Troup	(478) 825-6433
Insurance, Student	Student Affairs/C.V. Troup	(478) 825-6291
Library	Hunt Library	(478) 825-6342
Loans & Scholarships Financial Aid	C.V. Troup	(478) 825-6363
Mail	Lyons Student Center	(478) 825- 6311
Records, Academic	Registrar/C. V. Troup	(478) 825-6282
Registration/ (WR)	Warner Robins Center Tammie White Ashley Ballard (main campus)	Academic Advisor (478) 953-7423 (478) 825-6338
Residential Life	Wildcat Commons	(478) 825-6149
Swimming Pool	H.P .E. Complex	(478) 825-6207
Testing Services	Peabody Hall	(478) 825-6384
Tuition and Fees	Cashiers Office/C.V. Troup	(478) 825-6433
Valley Behavioral Health Services	Hunt Infirmary	(478-822-1035
Veterans Affairs	Financial Aid/C.V. Troup	(478) 825-6363
Warner Robins Center Thomas M. Jarvis, Dept. Chair Teah L. Moore, Clinical Coordinator Jerry Mobley, Professor Jean Wacaster, Associate Professor	Main desk Hubbard 216 Hubbard 314 Hubbard 307 A Hubbard 307 B	(478) 953-7423 (478) 825-6636 (478) 825-6860 (478) 825-6391 (478) 825-6162
IN CASE OF AN EMERGENCY: CALL (478) 825-6211 or 911		