

Virginia State University

Department of Counselor Education

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Program Handbook

Table of Contents

Welcome and Introduction

- Welcome Message
- Department Governance

Program Overview

- Mission Statement
- Diversity, Equity, Inclusion, and Accommodation Statement
- Program Objectives/Program Level Student Learning Outcomes
- Curriculum Alignment with Professional Standards
- Degree Options (M.Ed. and M.S.)

Counseling Specializations

- Clinical Mental Health Counseling Specialization
- School Counseling (Pre-K-12) Specialization
- Course Sequence Overview
 - Part-Time Course of Study
 - Full-Time Course of Study
 - Course Scheduling

Clinical Field Experience Requirements

- Hours Required (700 total hours)
- Practicum Experience (100 hours minimum)
- Internship Experience (600 hours minimum)
- Completion and Extension Policy
- Qualifications for Supervisors (Faculty and On-Site)
- Clinical Supervision Requirements
- Responsibilities (Student, On-Site Supervisor, Faculty Campus Supervisor)
- Prerequisites & Co-requisites
- Application Deadlines
- Field Experience Orientation

Student Disposition and Performance

- Rationale for Student Disposition Performance Review
- Student Professional Counseling Dispositions
- Professional Counseling Dispositions Assessment (PCDA)
- Student/Program Assessment Process (Gate Checks)

- Incident Reporting Process

Program Admission and Requirements

- Admission Requirements and Criteria
- Admissions Process
- Ethical and Legal Disclosures
- Program Planning
- Transfer Credits
- Grade Appeal Policy and Procedure
- Registration for Research/Thesis and Comprehensive Exam
- Responsibilities of Counseling Students
- Graduation Requirements

Evaluation and Retention

- Procedures and Guidelines
- Grades and Academic Expectations
- Honor Code
- Field Experience Evaluation
- Time Limit for Degree Completion

Comprehensive Examination

- CPCE Information
- Application Process
- Remediation Process
- Alternative Formats

Research Thesis Requirements

- Registration Process
- Thesis Topic Approval
- Procedural Requirements
- Thesis Committee Information

Academic Advising

- Faculty Academic Advisor Responsibilities
- Changing Advisors and advisees Policy
- Impairment During Learning Experiences Policy
- Disability Services and Reasonable Accommodations
- Program Policy for Personal Counseling

Support Services

- Technology Resources and Requirements
- Virginia State University's Satisfactory Academic Progress Policy (SAP)
- Virginia State University's Student Complaint's Policy and Process
- Student Support Committee
- Student Assessment and Evaluation Process
- Professional Associations and Affiliations

Faculty and Department Information

- Department Faculty
- Administrative Staff
- College Leadership

Appendices

- Appendix A: Course Sequence (Fall and Spring Starts)
- Appendix B: Field Experience Checklist
- Appendix C: Notification of Professional Dispositional Concern
- Appendix D: Professional Counseling Dispositions Competency Assessment-RI Form
- Appendix E: Professional Counseling Dispositions Assessment Form
- Appendix F: Student Evaluation Form
- Appendix G: Student/Program Assessment Process
- Appendix H: Verification of Counseling Services Form
- Appendix I: Graduate Student Resources
- Acknowledgment and Receipt Form

Department of Counselor Education

Welcome

The faculty of the Department of Counselor Education welcomes you! We are delighted you have chosen this department, which is designed to professionally train and prepare those who wish to pursue careers in school or Clinical Mental Health Counseling. It is our pledge to cultivate your training and make your study productive, intellectually stimulating and academically challenging.

This Program Handbook provides the necessary guidelines that will enhance your training experience and aid in the completion of your program. It is also intended to offer guidance in navigating the academic process, enabling you to be more knowledgeable of the responsibilities, expectations, procedures and deadlines of the department, college, and university.

It is advised that you work closely with your academic advisor to coordinate your program of studies. While each advisor is here to work with you, please be advised that it is your responsibility to adhere to all deadlines and complete all graduation requirements.

As departmental faculty, we look forward to collaboratively working with you on your journey in becoming a reflective practitioner who is competent, caring, culturally-responsive and committed as educational justice leaders in the field of counseling.

Governance

The College of Education is the governing body for all programs preparing students for careers in the field of education. The college offers degrees and endorsement at the undergraduate and graduate levels. The programs in the College of Education are approved by the Virginia Department of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP) and meet the Professional Licensing Standards for Professional Counseling Board and Virginia Department of Education

Department of Counselor Education

Mission Statement

The Department of Counselor Education, consistent with the mission at Virginia State University and the College of Education, aims to foster an inclusive and supportive learning environment that facilitates both professional and personal growth. Our program produces ethically sound, culturally responsive, and competent counselors who possess the skills necessary for effective practice. We are committed to promoting a just society through our work and empowering our graduates to drive systemic change. Our focus extends to serving communities at both local and global levels. Through rigorous training and experiential learning, we prepare counselors who will make a positive impact in all environments.

Diversity, Equity, Inclusion, and Accommodation Statement

The Counselor Education Program at Virginia State University is committed to fostering a diverse, equitable, and inclusive learning environment that reflects and respects the experiences and perspectives of all students. In alignment with the University's mission and the standards set forth by the American Counseling Association (ACA) the program embraces the responsibility to prepare culturally competent, ethical, and socially responsible counseling professionals.

We recognize and value diversity in all its forms, including but not limited to race, ethnicity, gender identity and expression, sexual orientation, socioeconomic background, age, ability, religion, language, and worldview. We affirm that diversity enriches our learning community and is essential to the preparation of counselors who can effectively serve and advocate for all individuals and communities.

As a program:

- We integrate multicultural and social justice competencies throughout the curriculum and clinical training.
- We encourage critical self-reflection on personal values, cultural identities, and implicit biases.
- We support open dialogue and respectful engagement with complex issues of equity and inclusion.
- We promote advocacy for marginalized, underserved, and historically underrepresented populations.

Program Objectives/Program Level Student Learning Outcomes:

- Demonstrate Ethical Decision-Making and Professional Conduct into Counseling Practices: PLSLO1
- Integrate Cultural Responsiveness and Social Justice Advocacy into Counseling Practice: PLSLO2
- Facilitate Career Exploration Transitions and Apply Theories of Human Development and Lifespan into Counseling Practice: PLSLO3

- Demonstrate Competency in Assessment, Diagnosing, Research, and Evaluation in Counseling Practice: PLSLO4
- Establish Therapeutic Relationships and Counseling Processes while using Evidence Based Practices: PLSLO5
- Exhibit proficiency in comprehensive knowledge, analysis, creativity, evaluation, diagnosis, and advocacy within the Clinical Mental Health and School Counseling specialty areas: PLSLO6
- Professional Competency Development Demonstration of Counseling Skills and Practice: PLSLO 7

In order to prepare effective counselors to work collaboratively and build partnerships interchangeably between schools, community agencies, and higher education settings, course work and related field experiences emphasize human growth and development; counseling theory and techniques for individuals and groups; career development with components in educational and occupational information; standardized testing in the areas of aptitude, interest, achievement, and career; professional rights and responsibilities; research and evaluation techniques; and social and cultural foundations. The curriculum's scope and sequence have been aligned to the Council for the Accreditation of Counseling Related Educational Programs (CACREP), Ethical Guidelines of the American Counseling

Association (ACA), the American School Counseling Association (ASCA), and the licensure requirements of the Commonwealth of Virginia's Department of Education.

Degree Options

The Counselor Education Program is developed and grounded in CACREP 2024 standards, Virginia Board of Licensed Professional Counselors and Virginia Department of Education standards. Once admitted to the program, students have the option of pursuing either the Master of Education (M.Ed.) or the Master of Science (M.S.) degree. The primary distinction between the degree programs is the M.Ed. is more practice and application oriented, while the M.S. places greater emphasis on research and evaluation. The M.Ed. requires a minimum of 60 hours of academic credit hours, which includes a comprehensive examination. The M.S. requires a minimum of 54 credit hours which includes a thesis defense examination. Students must also enroll in an additional research course and complete a research-based, data-driven thesis. Students should refer to the Graduate Catalog for the specific degree requirements.

Counseling Specialization Overview

The Counselor Education Program offers two specializations: Clinical Mental Health Counseling and School Counseling (Pre-K-12). Detailed descriptions of each specialization are provided below.

Specialization Requirements

Clinical Mental Health Counseling Specialization

This specialization prepares students for careers in various clinical mental health settings, such as community service boards, substance abuse centers, group homes, residential facilities, social service agencies, juvenile detention centers, rehabilitation facilities, court service units, career centers, prevention programs, public/private community agencies, and schools. Upon completion of the program, students are eligible to apply for Licensed Professional Counselor (LPC) certification, as regulated by the Department of Health Professions Board of Counseling.

- *Department of Health Professions Board of Counseling*
 - [LPC and Resident Counseling Application Information](#)
 - [Application and Licensure Process](#)

Students may transfer a maximum of twelve (12) credit hours from another university into this program. Transfer credits must not be older than six years by the graduation date from the Counselor Education Program and must be a "B" grade or higher. Approval for transfer credits must be obtained from the Academic Advisor and Department Chair. Note that transfer of credits is not allowed for core courses in the College of Graduate Studies, which include Foundations of Education, Statistical Procedures in Education and Psychology, and Educational Research. Students should notify their academic advisor about any transfer credit requests no later than the second semester of enrollment.

School Counseling (Pre-K-12) Specialization

This specialization trains students for school counseling roles across elementary, middle, and high school levels (Pre-K-12). Program completion qualifies students to apply for School Counseling Licensure as specified by the Virginia Department of Education.

- *Virginia Department of Education (VDOE) 8VAC20-543-610*
 - [School Counselor Pre-K-12 Program Requirements](#)
 - [School Counseling Services](#)

Similar to the Clinical Mental Health Counseling Specialization, no more than twelve (12) credit hours, excluding practicum and internship credits, may be transferred from another university. Transfer credits must also be no older than six years at the time of graduation and must be approved by the Academic Advisor and Department Chair. They must be a "B" grade or higher and are not permitted for core courses in the College of Graduate Studies. Students are advised to inform their academic advisor about transfer credit requests by their second semester of enrollment.

Course Sequence Overview

The program acknowledges that many graduate students are employed full-time, are parents, and have various adult responsibilities. To accommodate these realities, our program is tailored for adult learners with such commitments, offering flexibility in scheduling. Students have the option to pursue their graduate studies on either a part-time or full-time basis. Two recommended course sequences are available, as detailed in the program card/curriculum sheet (**Appendix A**).

Part-Time Course of Study

Students choosing this path typically enroll in 3-6 credit hours during both the fall and spring semesters and 3 credit hours during the summer semester. This sequence allows students to complete all program requirements in approximately three years, including summer sessions.

Full-Time Course of Study

The full-time study option offers two distinct course sequences:

- **Accelerated Program (2 Years):** Students enroll in 12 credits each semester, including summer, allowing program completion in two years. This option is recommended for students with no external responsibilities (e.g., employment or family obligations) who can fully dedicate themselves to the program.
- **Traditional Full-Time Program (3 Years):** Students take 9 credits each semester, including summer, completing the program in three years. This track offers greater flexibility for students with external commitments.

Whether full-time or part-time, students can complete all program requirements in approximately

2 to 4.5 years, depending on their enrollment status.

Course Scheduling

Non-clinical courses are offered through a combination of synchronous and asynchronous formats, with meeting times from Monday to Thursday, 6:00 to 8:50 p.m. EST, as well as selected Fridays and Saturdays. Clinical courses (Clinical Field Experience) are scheduled Monday through Thursday, 4:00 to 5:30 p.m. EST.

Recommendations and Requirements

For students with external responsibilities, it is advisable to follow the Traditional Full-Time or Part-Time Program, registering for no more than 9 and no fewer than 3 credits, respectively. This approach allows students to manage their personal and professional commitments while progressing through the program.

Our curriculum extends beyond completing a set number of courses. Course work is designed to build a comprehensive foundation of training and knowledge necessary to meet the competency standards expected of a professional practicing counselor. Students must also satisfy professional disposition standards adopted by the counseling profession, reflecting the comprehensive nature of their training.

Clinical Field Experience - Practicum/Internship Requirements

Hours Required

Students are required to complete their clinical field experiences in a program-approved counseling setting, engaging in counseling-related duties under the supervision of an on-site supervisor who meets all CACREP 2024, Section 4 standards. The following outlines the necessary hours for clinical field experience:

- **Total Hours:** A minimum of 700 hours must be completed in your counseling specialty area during the clinical field experience (practicum/internship).
- **Practicum Experience (Minimum 100 hours):**
 - 40 hours of direct work with clients, students, couples, or families.
- **Internship Experience (Minimum 600 hours):**
 - **Option 1:** Complete in one semester at 6 credits, or
 - **Option 2:** Complete over two semesters at 300 hours each for a total of 3 credits per semester.
 - A minimum of 120 hours of direct work with clients, students, couples, or families must be included in the internship hours. (Note: The mention of 300 hours for internship appears twice; it's consolidated here.)

Completion and Extension Policy

Students must complete their internship hours within the enrolled semester. A one-time extension of 14 days may be granted to students during the internship experience to fulfill all requirements.

If the requirements are not completed by the end of the 14-day extension, the student will receive a failing grade (F) and must retake the entire experience; no hours will be transferred to the subsequent internship course.

Qualifications – Faculty Campus Supervisor

The following faculty campus supervisor qualifications include the following:

- Minimum masters counseling degree or relevant discipline
- Relevant experience in counseling specialty area
- Professional Clinical Supervision Credentials
- Counseling supervision training and experience

On Site Supervisor

The following on-site supervisor qualifications include the following:

- Minimum of a master's degree, preferably in counseling, or a related profession;
- Relevant certifications and/or licenses;
- A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- Knowledge of the program's expectations, requirements, and evaluation procedures for students; and;
- Relevant training in counseling supervision
- Attend orientation, consultation, and professional development opportunities provided by counselor education program faculty to site supervisors.

Clinical Supervision Requirements

The counseling clinical supervision requirements include the following:

- Minimum of 1 ½ hour(s) of weekly on campus group supervision – On Campus Supervisor
- Minimum of 1 hour(s) of weekly on campus triadic/individual supervision if needed – On Campus Supervisor
- Minimum of 1 hour(s) of weekly on site triadic/individual supervision required – On Site Supervisor

Responsibilities

The responsibilities of the student, on site supervisor and on campus faculty supervisor campus

include the following:

Student

- Abide by most updated ACA, ASCA code of ethics, state licensing board and state department of education standards, rules, laws and VSU program policies.
- Secure all required physicals, vaccinations, drug screenings, background checks and security clearances
- Develop and maintain site schedule with on-site supervisor
- Complete all required onboarding requirements for site
- Obtain and maintain student professional liability insurance
- Submit and maintain all time management logs
- Sign Field Experience Learning Agreement
- Develop and maintain a clinical case load
- Complete and present a written case presentation
- Complete recorded counseling sessions
- Complete all required evaluations
- Document and maintain clinical supervision logs
- Attend all clinical supervision meeting(s)

On Site Supervisor

- Abide by most updated ACA, ASCA code of ethics, state licensing board and state department of education standards, rules, laws and VSU program policy
- Assist student in conducting counseling experiences, and duties (intakes, assessments/evaluations, individual, couples, family, group counseling)
- Assist students in identifying clients/students for recorded sessions
- Facilitate all onboarding requirements between student and site
- Attend all program required orientations, trainings and site visits
- Maintain clinical supervision professional liability insurance
- Aid in developing and approving student site schedule
- Assist student in developing clinical/student case load
- Review, approve and sign off on all weekly time management logs
- Sign Field Experience Learning Agreement
- Complete and submit all required evaluations
- Identify a secondary on-site supervisor
- Facilitate onsite clinical supervision
- Document and maintain clinical supervision notes

Faculty Campus Supervisor

- Abide by most updated ACA, ASCA code of ethics, state licensing board and state department of education standards, rules, laws, and VSU program policy.
- Assess, and evaluate student's competency in conducting counseling experiences, and duties (intakes, assessments/evaluations, individual, couples, family, group counseling)
- Support students in identifying clients/students for recorded sessions
- Facilitate all program required orientations, trainings and site visits

- Maintain clinical supervision professional liability insurance
- Aid in developing and approving student site schedule
- Assist student in developing clinical/student case load
- Sign Field Experience Learning Agreement
- Complete and submit all required evaluations
- Identify a secondary faculty site supervisor
- Facilitate onsite clinical supervision
- Develop and maintain clinical supervision notes

Prerequisites & Co-requisites

Prerequisites for the Field Experience Practicum/Internship. Placement involves planning and preparation. Prerequisites include:

- Attend a mandatory field experience orientation/meeting one semester prior to registering for field experience.
- Completion of required course(s) for field experience:
 - Practicum
 - COUN 524 Professional Orientation & Ethical Practice
 - COUN 528 Human Growth and Development
 - COUN 529 Theories of Counseling
 - COUN 530 Techniques of Counseling & Psychotherapy
 - COUN 531 Group Procedures in Counseling
 - COUN 533 Abnormal Behavior & Psychopathology (co-requisite)
 - COUN 553 Multicultural Counseling
 - COUN 536 Foundations of Mental Health/Agency Counseling
 - Internship I
 - COUN 538 Practicum (School) or COUN 570 Practicum (CMHC)
 - COUN 526 Measurement and Appraisal in Counseling
 - COUN 554 Diagnosing and Treatment of Addictive Behaviors
 - COUN 599 Comprehensive Exam
 - Internship II
 - All of prerequisite for COUN 538 and COUN 548 Internship I
 - COUN 510 Statistical Procedures in Education & Psychology
 - COUN 527 Career Development and Counseling (co-requisite)
 - COUN 540 Trauma Informed Care & Crisis Intervention (corequisite)
 - COUN 523 School Counseling & Leadership (PreK-12) (corequisite)
 - COUN 557 Classroom Management & Technology (corequisite)
- All students must submit a practicum/internship application and required documents to the Clinical Coordinator or designee, this document must be reviewed and approved by the student's faculty advisor during the semester preceding registration for the practicum/internship experience.

Deadline dates for the practicum/internship application electronic submission are as follows:

- First Monday in March - Summer/Fall Practicum/Internship Placement

- First Monday in October - Spring Practicum/Internship Placement

Field Experience Orientation dates:

- Second Wednesday of each term at Noon and at 5 p.m. est.

Please note that there are only practicum summer clinical field experiences due to the nature of the 1-week session. Letters of intent should specifically identify the student's specialization, site placement preference (i.e., agency/unit name, school system), school levels (i.e., high school, middle school, and elementary school), and site supervisor's name and contact information (i.e., address with zip code, phone number). Internship site placement is a collaborative effort between Virginia State University, the Department of Counselor Education, school district(s) and agency personnel. All final decisions of placements will be made by the Department of Counselor Education lead by the Clinical Coordinator and Placement Team.

Counselor students are expected to conduct themselves in a professional and ethical manner at all times as stated in the most updated editions of the American Counselor Association Code of Ethics, American School Counselors Code of Ethics and the American Mental Health Counseling Association's Code of Ethics, state licensing boards, along with university, college and department policy. *Failure to adhere to these expectations and standards or any reports of unsatisfactory performance on-site or in the classroom will result in an immediate termination of the practicum/internship assignment and automatic referral to the Student Professional Dispositional Team. Students will not be assigned another practicum/internship assignment for a minimal of one semester and have completed the reconditions of the SPDT's recommendations at a satisfactory level.* Students may appeal any decision rendered by the SPDT by first submitting requests to the Department Chair, then College Dean. The process will then follow VSUs, Office of Graduate studies appeal process.

Student Disposition Performance Review Rationale:

Professional conduct, dress, and demeanor are required of all students and are another critical component of a student's evaluation and continued matriculation. In addition to meeting the academic standards set forth in the Counselor Education Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and always adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) (The general and specific ACA standards for ethical practice are listed on the ACA <http://www.counseling.org>) and the American School Counselor Association (ASCA - [American School Counselor Association \(ASCA\)](#)). Professional identity development is an integral part of training in the Counselor Education Program therefore, this is an evaluative criterion for measuring the Student's disposition. Academic program students are directed to review these standards and seek any clarification needed from their respective advisors.

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback

willingly, and to give feedback constructively.

Students are also expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor the academic and professional dispositions of each student. The purpose of this monitoring process is to ensure that all graduates of the Virginia State University Counseling Education Program possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Student Professional Counseling Dispositions:

Dispositions Students are assessed at admission and checked at various times throughout their program of study in the Department of Counselor Education to determine their demonstration of the following student professional counseling dispositions. The dispositions below are identified by the Virginia State University Department of Counselor Education faculty, instructors, and staff as representing dispositions that are desirable in professional counselors-in-training because they will serve the students well in the education and professional counseling fields.

Students' fulfillment of Four Professional Counseling Dispositions with Fourteen sub categories is reviewed by faculty at four Gates during the students' academic career by the department and individual faculty members and when dispositional issues arise.

1. Adaptability and Continuous Learning:

- Openness to new ideas: Demonstrates a willingness to consider and incorporate new methodologies and perspectives in practice.
- Flexibility and adaptability: Exhibits the ability to adjust to changing circumstances and client needs seamlessly.
- Willingness to accept and use feedback: Actively seeks, accepts, and implements feedback to improve personal and professional growth.
- Initiative and motivation: Shows proactive engagement and dedication to professional learning and self-improvement.

2. Interpersonal Effectiveness and Ethical Practice:

- Cooperativeness with others: Engages effectively and collaborates well with peers, clients, and colleagues.
- Ability to deal with conflict: Manages and resolves conflicts constructively and maintains positive relationships.
- Attention to ethical and legal considerations: Consistently adheres to and understands the ethical and legal standards of the profession.

- Effective and appropriate expression of feelings: Communicates emotions clearly and appropriately in both personal and professional settings.

3. Self-Awareness and Responsibility:

- Awareness of own impact on others: Understands and considers how personal behaviors and attitudes affect others in various contexts.
- Ability to accept personal responsibility: Acknowledges and takes responsibility for personal actions and decisions.
- Humility: Demonstrates an understanding of personal limitations and values the contributions of others.

4. Commitment to Diversity, Well-being, and Advocacy:

- Orientation to multiculturalism and social justice advocacy: Actively supports and advocates for diversity, inclusion, and social justice.
- Professional wellness and self-care: Prioritizes and practices self-care to maintain personal well-being and professional effectiveness.

Student/Program Assessment Process

The following dispositions are assessed at various established points throughout the program, identified here as “gate” checks:

Gate 1: Admissions

- PCDA is used as part of the program interviews of all applicants
- Students that are admitted to the program will complete a self-assessment and demonstrate understanding of the PCDA process, which is due during orientation prior to the start of their first semester in the program.

Gate 2: Completion of First Year of Coursework

- Dispositions are assessed systematically by first-year program instructors and faculty before the first semester of the second year begins.

Gate 3: Completion of Practicum (COUN 538, 570)

- A student self-assessment is due before the start of the practicum semester during the second year.
- On Site and Campus Faculty Supervisor evaluations of the student are due at the mid-point and end of the practicum semester, no later than the last day of the practicum experience.

Gate 4: Completion of First Semester Internship (COUN 537, 548, 548) Program Exit

- A student self-assessment is due two weeks after the start of the internship semester in the third year.
- On Site and Campus Faculty Supervisor evaluations of the student are due at both the mid-point and end of the internship semester, no later than the last day of the internship experience.

Gate 5: Program Exit

- Student will submit their graduate student application by day 20 of their final semester.
- A student exit interview is completed during finals week of the semester that the student graduates and students complete the following:
 - Program Completion Questionnaire
 - PCDA self-assessment
 - College Verification form
 - Verification of Degree and Internship for LPC Licensure Form

Students will receive feedback on their performance regarding the above dispositions, as well as Key Performance Indicators (KPIs) at Gates 2-4 from program faculty or instructors immediately after each gate has been completed. To progress without intervention, students must be rated as “Meets Expectations” (a score of 3) across all dispositional areas on their most recent performance evaluation. Those receiving a rating of “Approaching Expectation” and lower, will be referred to the Student Support Committee to be evaluated and determine their readiness for continuation in the program, advancement into practicum or internship placement. The faculty will also address any need for remediation prior to students applying for practicum, internship, or licensure.

Incident Process

In addition to the gate assessments, when issues arise concerning any of the identified dispositions between gate checks, program faculty, instructors, and/or staff can file a PCDCA-RI form (Professional Counseling Dispositions Competency Assessment Revised Incident report form), also known as a “Red/Yellow/Blue/Green form.” This form identifies which specific disposition is of concern and initiates a faculty meeting to discuss the individual student’s situation and determine if additional support, remediation, suspension, or dismissal from the program is necessary.

The PCDCA-RI (Revised Incident) Report involves the following procedures by the reporting faculty, instructor, or staff member:

1. **Identification:** Record the student’s name, date of filing, name of the individual filing the report, and the date of the incident being reported.
2. **Dispositions Check:** Mark the box(es) that most closely relate to the disposition(s) concerning the feedback.
3. **Level of Concern:** Indicate the level of concern (Red, Yellow, Green, Blue) in the box on the far right of the report, using the following key:

- **Blue:** Recognizes a student needing observable support, standing out among peers. Signifies that additional faculty support or encouragement is needed.
- **Green:** Indicates minor concerns that do not warrant immediate remediation but require awareness among faculty and staff.
- **Yellow:** Suggests that the student needs remediation. Program faculty must convene to determine an appropriate remediation plan.
- **Red:** Indicates serious concerns necessitating gatekeeping, possibly leading to suspension or dismissal. All relevant faculty and administrators, including legal services if necessary, are involved to determine a proper outcome.

4. **Incident Description:** On the third page of the PCDCA-RI, provide a detailed explanation of the incident or situation, using specific behavioral terms.
5. **Recommended Action:** Record any recommended actions, such as a remediation plan, in the space provided.
6. **Group Decision:** If applicable, note the decision reached by the group in the designated space.

Please note: If this form becomes part of the student's academic file, students may have legal access to this record under FERPA (Family Education Rights and Privacy Act) requirements.

While some issues may require formal professional development/remediation plans and support procedures, others might necessitate immediate suspension or dismissal as outlined within Virginia State University's Graduate Catalogue. The gate checks are intended to provide students with early and ongoing feedback and offer the counseling faculty, instructors, and staff a structured process to evaluate readiness and suitability for the counseling profession. This process aligns with the ethical standards of the American Counseling Association, and American School Counselor Association.

1. The student and the department faculty will meet to discuss the Professional Counseling Disposition concern (s). The student will be presented with a Professional Counseling Dispositions Competency Assessment Revised Incident report (PCDCA-RI) (**Appendix C**), on which will be listed the deficient rating(s). The issuing faculty's explanation for the ratings, and descriptions of remedial actions will be required. Signatures of both the department faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and department faculty will retain copies of the signed PCDCA-RI

* Note: "issuing faculty" refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by the combined faculty.

2. If a student receives more than one PCDCA-RI during his/her Program of Study or fails to show reasonable progress in remediation of deficiencies previously cited, he/she will be required to meet with the issuing faculty and department faculty in accordance with the procedure described in #1 above. Depending upon the nature of new performance

concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and department faculty will meet regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. These conditions may include but are not limited to, individual counseling leave of absence, and/or termination from the program. The contract articulates what conditions need to be met within a specific time frame to remove the probationary status.

- Following the probationary period, the faculty advisor will inform the counseling student, in writing, of their evaluation outcome. A probationary period lasts for a minimum of one (1) semester, after which the Counseling Student can be reinstated or terminated. A probationary period may be extended if previous recommendations have not been followed and/or new professional development deficits are evidenced.
- If the student is reinstated and professional issues persist with little to no improvement, immediate dismissal from the Counselor Education Program will occur. Counseling Students will receive written notification of this status.

3. Faculty will initiate the PCDCA-RI protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the program without opportunity for remediation.

4. **Note: All faculty recommendations for denial of a student's continuance in the Counselor Education Program will be forwarded to the Dean of the College of Graduate Studies.**

Keep in mind that this process is always done with great concern for the counseling student and equal concern for assisting the Student to move and grow in a direction that will serve her or his best interests as a professional counselor. All referrals sent to the Student Support Committee use the

Program Admission and Transition Points Summary Requirements

Students transferring into the Counselor Education Program must adhere to the same program admission criteria as new applicants.

All requirements for the master's degree program must be completed within 6 years from the initial admission into the department. Student will matriculate as outlined in the program transition points. (**Appendix D**).

Admission to the Department of Counselor Education is contingent upon meeting the following program requirements. Admission is competitive and students will be selected on the basis of the following program criteria:

- a. Competitive undergraduate GPA (3.0 Preferred) (on a 4.0 GPA Scale). Students must

maintain a minimum of 3.0 GPA at the graduate level to be retained in program and graduate school

- b. Personal statement describing reasons for seeking this degree, experiences that influenced you to pursue counseling, and attributes you possess which would contribute to your effectiveness as a counselor
- c. Three professional recommendations on letterhead (addressing character, academic promise, suitability for the counseling profession). At least 1 professional recommendation must be from a former instructor, 1 must be from a current supervisor from any professional work or voluntary setting.
- d. Resume or Vitae of work experience and education
- e. Official Transcript (s) from all colleges attended
- f. An on-site writing sample(s)
- g. Successfully passing a professional disposition interview with the departmental faculty admissions committee.

Admissions Process

The Department of Counselor Education offers two start dates for new students admitted to the program: fall and spring of each academic year. Application deadlines are set for the first Friday in November and the first Friday in March.

Admission Interviews:

- Admission interviews are conducted by department faculty in accordance with CACREP standards during the fourth week of November and April.
- Due to faculty availability and CACREP standards, the program cannot guarantee summer admission interviews each year; however, efforts will be made to accommodate this need if it arises.
- Applications submitted after the identified deadlines will be reviewed during the next admission interview cycle.

Application Submission: Students complete the admission application through the VSU graduate student admissions process, facilitated by the College of Graduate Studies.

Communication: All communication regarding acceptance, non-acceptance, and application status will be managed by the College of Graduate Studies until the student formally accepts admission into one of the programs in the Department of Counselor Education.

Ethical and Legal Disclosures: Students must respond to all questions on the application, including any ethical or legal sanctions or charges. Applicants are required to provide documentation verifying the current status and outcomes of such sanctions or charges (e.g., court documents). This information is crucial, as it may directly impact the student's ability to fulfill course requirements, including practicum and internship experiences, as well as the securing of background checks.

Program Planning

Once a student is admitted into the Counselor Education program, the student is required to immediately (within the first semester) plan their program of study with their assigned faculty academic advisor. After the initial meeting during the first semester, the student will meet with their faculty academic advisor each semester until they graduate to update their program of study and receive professional career advisement and mentorship. Each semester the student's program plan will be signed by the student and faculty academic advisor. It is the student's responsibility to meet with his or her advisor once an advisement meeting has been established.

Transfer Credits

Transfer courses are permitted in the Counselor Education Program. No more than twelve (12) credit hours, minus the practicum and internship experiences can be transferred from another university. Transfer credit cannot be over six years old by the date of graduation from the Counselor Education Program. Transfer courses are not eligible for an extension of time. Transfer credit from another institution must be approved by the Academic Advisor and Department Chair and must be of "B" quality or higher. Transfer of credit in the College of Graduate Studies core courses is not permitted. Students are not be permitted to transfer practicum or internship credits. Students should notify their academic advisor of any requested transfer credit no later than the second semester of enrollment. Field experiences, practicum and internship, will not be permitted to transfer from other institutions.

Grade Appeal Policy and Procedure

The College Grade Appeal Committees consisting of at least three (3) faculty members from various programs shall deliberate requests for grade appeals and recommend an action to the college dean. The dean shall review the recommendation and make a decision on the outcome of the appeal. The dean shall serve as the final arbiter on the matter. At the end of each semester, the dean shall submit to the Policies and Petitions Committee a summary report of the dispositions of grade appeals handled at the college level. Only if circumstances warrant further deliberation should a grade appeal be referred to the PPC. The appeal procedure for a student with a complaint about grading requires initial contact with the instructor involved and further contact with the instructor's department chairperson if the matter is not resolved between the instructor and student. If the matter is not resolved at the departmental level, a grade appeal should be submitted to the dean of the college in which the instructor teaches. The dean shall then forward the request to the grade appeal committee for deliberation. Normally, students may appeal final grades based upon documented evidence that a grade was incorrectly awarded. Typically, grade changes are warranted based upon the following:

- The Professor did not have information or documentation at the time the grade was awarded;
- The Professor made an error of calculation or other error or entry of a grade;
- A grade of "I" (incomplete) was entered and the student completed the necessary work for the course.

The student will follow the steps below:

1. Make his/her case (with documentation) to the faculty member who awarded the grade. If the faculty member is no longer employed by the University, the student may approach the Department Chairperson for the unit through which the course was offered.
2. If the student is not satisfied with the disposition of the faculty member, he/she may repeat this process with the Department Chairperson.
3. If the student remains dissatisfied, he/she may appeal to the college grade appeal committee via a letter which states the student's case with supporting documentation appended.
4. After deliberation, the college grade appeal committee makes a positive or negative recommendation to the dean.
5. The dean will consider the appeal, entering one of two dispositions: a. The appeal has no merit and the faculty member's grade stands as entered; b. The appeal has merit and is remanded to the department chairperson and faculty member for reconsideration. In these cases, the disposition of the faculty member is reported to the dean and is final.

Registration in COUN 539 Research and Thesis and COUN 599 Comprehensive Exam

All Counselor Education Program students have a capstone experience. The capstone experience for the M.Ed. degree is the National Clinical Mental Health Counseling Exam (NCMHCE) and M.S. degree is the Research Thesis.

Research Thesis

Counselor students on this specialization will register for COUN 539 every semester until the project is completed/defended. Prior faculty advisor approval is required before students can select this specialization. Additionally, the thesis topic must be approved by the thesis advisor and filed/registered (1) year before graduation with the Graduate Dean. It is the student's responsibility to secure **one (1) typed Thesis Topic Card** from the College of Graduate Studies and forward the form to their thesis advisor. Other thesis requirements and format guidelines can be obtained from the College of Graduate Studies.

Counseling students seeking a M.S. degree must complete a research thesis. This project must be successfully prepared, written, presented and defended. The research thesis is a scholarly activity designed to afford the counseling student the opportunity to engage in research focusing on analysis, synthesis and evaluation of issues in counseling. Because it is the culminating activity in the student's M.S. program, it should illustrate high levels of scholarly

and intellectual research. The thesis is an original contribution to knowledge in the counseling field. Conducting, writing, and defending the thesis are done in accordance with the highest professional standards. Approval and acceptance of the defended thesis requires a favorable vote from the student's thesis committee. All thesis projects must comply with the format, style, and procedural instructions established by the College of Graduate Studies as outlined in the VSU Thesis and Dissertation Manual.

Comprehensive Examination

The Counselor Examination is a designated evaluation measure(s) is the capstone experience and final course (COUN 599) in the Counselor Education Program. All students are required to apply to take this examination or any other identified evaluation measure by completing the Application for Comprehensive Examination from the College of Graduate Studies. These applications are to be forwarded to the Department Chair for signature and approval. All counseling students must successfully complete a comprehensive examination component in order to exit the Counselor Education program. This exit capstone is designed to provide the student an opportunity to demonstrate knowledge under the eight (8) CACREP common core areas:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

Quantitative data is utilized to demonstrate that students have achieved the pre-requisite knowledge, skills, and abilities to perform as a counselor. Students are expected to achieve a score determined by program that demonstrated minimum competency, which is two standard deviation below the national mean of evaluation measurements. Counseling students who do not achieve a passing score on the Comprehensive Examination will be properly remediated until such time that the student has demonstrated minimum competency as a professional counselor. Counseling students will have a total of three opportunities to successfully pass the comprehensive examination. Students who are unsuccessful in their first attempt will be referred to the Student Support Committee for a professional development plan that may include taking additional course work and/or other activities paid by the student. After the second unsuccessful pass attempt, students may request an alternative comprehensive examination format (i.e., oral, case presentation, direct observation, etc.). If a student is unsuccessful on the third attempt, they will be successfully counseling from the program and into other careers. Students must demonstrate professional counseling competency in order to be eligible for graduation from the Counselor Education Program.

Responsibilities of the Counseling Students

Retention and continuation in this graduate program presupposes a high degree of initiative and responsibility on the counselor student's part. It is the student's responsibility not only to engage in intellectual study at a high level but also to see that the proper procedure is followed and steps taken at the right time to attain the degree. Therefore, students are held responsible for adhering to all policies set forth in the University Catalog, Graduate Catalog and the Counselor Education Graduate Student Handbook. In no case will a requirement be waived or an exception granted because the student did not follow the requirements. While the faculty advisors will aid in every way possible, the responsibility for any error in meeting the requirements of the Counselor Education Program and the College of Graduate Studies rests with the counselor student.

Graduation

A prospective graduate must make application with the College of Graduate Studies to become a student for graduation no later than the date set forth in the University calendar for filing applications for graduation. Counseling students can obtain an Application for Graduation from the College of Graduate Studies website:

- <http://www.gradstudies.vsu.edu/graduate-applications-and-forms.php>

Student are to submitted a completed document signed to the Department Chair for approval. A counseling student who fails to file an application for graduation by the deadline automatically voids his/her/their eligibility for that particular graduation.

Procedures and Guidelines for Evaluation and Retention Grades

Continued matriculation in the Department of Counselor Education program requires students to maintain a minimum 3.0 (B) in all program courses throughout their academic career. Students will have the opportunity to retake any coursework that places them in jeopardy of not meeting this academic criterion within the next academic semester or at the earliest time the course is offered.

If a Counselor Student's cumulative grade point average falls below 3.0, the student is expected to bring up the grade in all courses to a 3.0 within the next period of enrollment. During this period, the student is placed on academic probation, will be referred to the Student Support Committee and placed on a remediation/professional development plan. Students will be automatically dismissed from the Counselor Education Program under the following conditions: 1) Students earning a letter grade of F in any course throughout their academic career and; 2) failure to maintain a minimum cumulative average of 3.00 (B) for two consecutive academic semesters.

Attendance/Academic Expectations

Counseling Students should adhere to the attendance and academic expectations and procedures outlined in the Graduate Catalog.

Honor Code

See the Student Code of Conduct as outlined in the VSU Graduate Catalog, the American Counseling Association 2014 Code of Ethics and the American School Counseling Association 2022 Code of Ethics.

Field Experience Evaluation

Clinical Mental Health Counselor Site Supervisor Internship Evaluation

The Community Counselor Internship Evaluation Assessment Tool is for the site supervisors to assess the counselor during the clinical experience. The internship supervisor will work in collaboration with VSU Counselor Educators during the clinical practice. The student will be evaluated regarding interpersonal skills, professional behavior, disposition as a counselor, counseling knowledge, individual and group counseling dynamics, counseling theory, and leadership styles. The results of the Site Supervisor's Internship Evaluations are used as evidence to demonstrate students' proficiency, through problem-based tasks or research that are characteristic of their professional specialization. Students also display their advanced preparation by creating an E-Portfolio with artifacts that align with the core standards expected of school counselors (**Appendices G**).

School Counselor Site Supervisor Internship Evaluation

The School Counselor Site Supervisor Evaluation Assessment Tool is for site supervisors to assess counselor during the clinical experience. Internship supervisors in collaboration with Counselor Educators during clinical practice evaluate the student within the counselor roles as a paradigm and systemic emergent leader and execution of a comprehensive school counseling program. As partners with educators of counselor preparation programs, site supervisors evaluate students on their interpersonal skills, professional behavior and disposition as a counselor, counseling knowledge base, and technical competencies on student's knowledge of individual and group dynamics, development and process theories, leadership styles, and counseling methods as they practice counseling leadership skills (**Appendices E**).

The results of the Site Supervisor's Internship Evaluations are used as evidence to demonstrate students' proficiency, through problem-based tasks or research that are characteristic of their professional specialization.

Time Limit for Completion of Degree

All requirements for the master's degree must be completed within six years from the date of initial registration in the graduate program; excluding periods of military service. Students who encounter unique problems which prevent compliance with this regulation may address an appeal to the Chairman, Policies and Petitions Committee, in care of the College of Graduate Studies. Under compelling circumstances, students may be awarded extensions, totaling not more than two years, to the present limit of six years. This provision restricts the period for completion of the degree to a maximum of eight years.

Academic Advising

The Department Chair assigns a faculty academic advisor to each student in the Counselor Education Program. The faculty academic advisors' responsibilities are to:

- by the end of the first semester, work with the student to complete a signed curriculum sheet/program card that clearly identified a path to degree completion.
- hold academic advising meetings a minimum of once per semester (fall/spring),
- advise the student regarding his/her progress toward the degree,
- advise the student on regulations, policies, and procedures,
- advise the student on the registration process, and
- provide consultation and mentorship on professional career development experiences and opportunities.

However, it is the student's responsibility to meet with their advisor each semester, every semester during advisement meetings or office hours, until they graduate regarding courses to be completed and overall progress in the program.

Changing Advisors and Advisees in a Counselor Education Program

Introduction

The relationship between advisors and advisees is a critical component in counselor education program. An effective advising relationship fosters professional growth, ethical development, and academic success (Borders et al., 2014). However, circumstances may arise where a student or faculty member seeks a change in this relationship. In alignment with the 2014 American Counseling Association (ACA) Code of Ethics and ethical decision-making models, this policy outlines a fair and transparent process for requesting and implementing advisor/advisee changes within the Counselor Education Program.

Purpose

The purpose of this policy is to establish clear guidelines for requesting and approving changes in advisor/advisee relationships, ensuring that such changes are handled ethically and in the best interest of both students and faculty. This process is grounded in the ACA Code of Ethics (2014), particularly the principles of autonomy, beneficence, and justice, and utilizes a structured ethical decision-making model to guide the process.

Policy

1. Eligibility for Requesting Change

- Any student or faculty member may request a change in the advisor/advisee relationship. Such requests should be based on professional, academic, or personal concerns that impede the success of the advising relationship.

2. Timing of Request

- Requests for a change in advisor/advisee relationships should be made no later than the midpoint of the academic semester to allow for a smooth transition and continued academic progress. Exceptions to this timeline may be made on a case-by-case basis if the student or faculty member demonstrates significant justification.

3. Justification for Request

- The student or faculty member must submit a written request detailing the reasons for seeking a change and how they have worked to resolve any issues per the 2014 ACA Code of Ethics. These reasons may include, but are not limited to, conflicts of interest, communication issues, professional incompatibility, or ethical concerns. The written request will be confidential and reviewed by the Student Support Committee and Department Chair.

4. Ethical Considerations

- The process will be guided by the ACA Code of Ethics (2014), specifically sections I. (Resolving Ethical Issues), I.1.a (Knowledge), I.1.b. (Ethical Decision Making), I.2.a. (Informal Reasoning), A.1.d (Supporting Autonomy), A.4.b (Personal Values), F.5.b (Student Responsibilities), and F.9.b (Faculty Responsibilities). The decision to change the advisor/advisee relationship should be made with the intent of promoting the welfare of the student and ensuring that the advising process continues to meet the student's educational and professional needs.

5. No Retaliation Clause

- Any student or faculty member requesting a change in the advisor/advisee relationship shall not be subject to retaliation or adverse academic consequences as a result of the request.

Process for Requesting a Change

1. Submission of Request

- A formal written request must be submitted to the Student Support Committee and Department Chair, which includes the reasons for the desired change, supported by specific examples if applicable. The request should highlight any attempts to resolve the issue prior to seeking a change, following ethical guidelines for conflict resolution as outlined in section F.10.b of the ACA Code of Ethics (2014).

2. Review by Faculty Panel

- Upon receipt of the request, the Student Support Committee and Department Chair will convene a faculty panel to review the request. The panel will consist of three faculty members who do not have a direct relationship with either the student or the advisor involved in the request. The panel will ensure that the request aligns with both ethical standards and program policies.

3. Ethical Decision-Making Framework

- The Student Support Committee and Department Chair will utilize an ethical decision-making model, such as Forester-Miller and Davis' (1996) Ethical Decision-Making Model, to assess the situation. The steps involved in this model include: a. Identifying the problem or dilemma b. Applying the ACA Code of Ethics c. Determining the nature and dimensions of the dilemma d. Generating potential courses of action e. Considering the potential consequences of each course of action f. Implementing the course of action that best aligns with ethical and professional standards

4. Panel Decision

- After reviewing the request and applying the ethical decision-making framework, the Student Support Committee and or Department Chair will provide a recommendation within 14 days of receiving the request. The recommendation may include granting the change, denying the request, or proposing alternative solutions, such as mediation or enhanced communication between the parties.

5. Final Decision

- The Student Support Committee and or Department Chair will review the panel's recommendation and issue a final decision. If the change is approved, the Chair will assign a new advisor to the student within 7 days of the decision. Both the student and the original advisor will receive formal notification of the decision in writing.

6. Appeals Process

- If the student or faculty member disagrees with the final decision, they may submit a formal appeal to the Deans of the College of Education and Graduate Studies. The appeal must be submitted within 10 days of receiving the final decision.

Implementation of Change

1. New Advisor Assignment

- Upon approval of the change, the Department Chair will consider the student's academic needs, research interests, and professional goals when assigning a new advisor. The new advisor must agree to the assignment and confirm their willingness to work with the student.

2. Transition Meeting

- The outgoing and incoming advisors, along with the student, will hold a transition meeting to discuss the student's progress, future goals, and any ongoing research or practicum requirements. This meeting ensures a smooth transition and continued academic support for the student.

Conclusion

The process for changing advisors and advisees in a Counselor Education Program must adhere to the principles of fairness, transparency, and ethical responsibility. By incorporating the 2014 ACA Code of Ethics and utilizing an ethical decision-making model, this policy provides a structured approach that protects the rights and welfare of both students and faculty while fostering a supportive and professional academic environment.

Impairment During Learning Experiences

Introduction

Impairment, as defined by the American Counseling Association (ACA) Code of Ethics (2014), is the condition where a counselor's professional functioning is compromised due to personal concerns, stress, substance use, or other health-related issues (ACA, 2014, Section F.5.b). In a counselor education program, students and faculty are expected to demonstrate professional and ethical behavior during all learning experiences, including classes, practicums, internships, and other program-related activities. When impairment is observed, it not only affects the individual's ability to engage in learning but also risks the welfare of clients, colleagues, and the integrity of the program. This policy outlines the process for identifying, addressing, and managing impairment in students and faculty, with an emphasis on the ethical responsibilities outlined in the ACA Code of Ethics (2014).

Purpose

The purpose of this policy is to provide a clear and ethical framework for identifying and addressing impairment during learning experiences. The policy ensures that impairment is addressed in a timely and supportive manner, promoting the well-being of the individual while maintaining the professional standards and ethical responsibilities of the counselor education program.

Policy

1. Definition of Impairment

- Impairment refers to any physical, emotional, psychological, or substance-related condition that limits a student's or faculty member's ability to participate fully in academic, clinical, or professional activities associated with the counselor education program. Impairment may include, but is not limited to:
 - Substance use (e.g., alcohol, drugs) that affects performance.
 - Emotional or mental health concerns (e.g., depression, anxiety) that interfere with professional functioning.
 - Physical illness or injury that limits the ability to participate.
 - Burnout or stress that impacts academic or professional responsibilities.

2. Ethical Standards Related to Impairment

- This policy is guided by the ethical responsibilities set forth in the **ACA Code of Ethics (2014)**, including but not limited to:
 - **Section C.2.g.:** Impairment addresses counselors' responsibilities to monitor their physical, mental, and emotional health and seek assistance when impairment threatens to harm their professional work.

- **Section F.5.b.:** Student Impairment describes faculty's responsibility to assist students who experience impairment in their professional development and to ensure that impaired students do not harm clients.
- **Section F.8.d.:** Impaired Supervisees requires that impaired supervisees are identified and provided with appropriate remediation, which may include referrals for counseling or professional help.

3. Identification of Impairment

- Impairment may be identified through self-report, observation, peer reporting, or supervisor/faculty concerns. Observable signs of impairment may include but are not limited to:
 - Attendance under the influence of alcohol or drugs.
 - Noticeable changes in behavior, mood, or functioning that interfere with participation in academic or clinical activities.
 - Frequent absences or inability to complete tasks.
 - Complaints from clients, peers, or colleagues about unprofessional behavior or failure to meet responsibilities.

4. Reporting Impairment

- Students and faculty have an ethical responsibility to report concerns about impairment, whether related to themselves or others, in accordance with **Section I.2.a. (Informal Resolution of Ethical Violations)** and **Section I.2.c. (Reporting Ethical Violations)** of the ACA Code of Ethics (2014).
- Concerns about impairment should first be addressed informally, where appropriate, by discussing the concern directly with the individual. If the issue is not resolved or if it poses an immediate risk, the concern should be formally reported to the Department Chair or designated faculty member.

5. Confidentiality and Non-Retaliation

- All reports of impairment will be handled confidentially in accordance with **Section B.1.c. (Respect for Confidentiality)** of the ACA Code of Ethics (2014). No individual will face retaliation for reporting concerns about impairment in good faith.

Process for Addressing Impairment

1. Initial Review and Assessment

- Upon receiving a report or observation of impairment, the Department Chair (or a designated faculty member) will make a referral to the Student Conduct Committee or Human Resources to conduct a preliminary review to determine the validity of the concern. This may include gathering information from the reporting party, the individual in question, and others who may have observed the behavior.

2. Meeting with the Impaired Individual

- If the initial review suggests that impairment is present, the Student Support Committee or Human Resources will arrange a confidential meeting with the individual to discuss the concern. During this meeting:
 - The individual will be informed of the specific observations or concerns that led to the meeting.
 - The individual will be given an opportunity to share their perspective and provide any relevant information.
 - The Student Support Committee or Human Resources will discuss the potential ethical and professional consequences of continuing to engage in learning experiences while impaired, referencing the ACA Code of Ethics (2014) **Sections C.2.g and F.5.b.**

3. Development of a Remediation Plan

- If impairment is confirmed, a remediation plan will be developed in collaboration with the individual, the Student Support Committee or Human Resources. The remediation plan may include:
 - Referral to personal counseling or other mental health services.
 - A temporary leave of absence from academic or clinical duties.
 - Modifications to the individual's responsibilities or workload.
 - A plan for monitoring progress, including regular check-ins with a faculty advisor or counselor.

4. Monitoring and Follow-Up

- The individual's progress will be monitored over a set period, as determined by the remediation plan. The Student Support Committee or Human Resources will review updates and assessments from any mental health professionals involved, and regular meetings with the individual will be scheduled to evaluate their recovery and readiness to resume full participation.
- If the impairment persists or worsens, the remediation plan may be adjusted, or further action may be taken, including a recommendation for withdrawal from the program if the individual is unable to meet the ethical and professional standards of the program.

5. Reinstatement or Program Withdrawal

- If the individual demonstrates significant improvement and is deemed capable of resuming their responsibilities, they may be reinstated into full academic and clinical activities. A final review will be conducted to ensure they meet the ethical and professional standards outlined in the ACA Code of Ethics.
- If the individual is unable to improve or if their impairment poses a significant risk to clients, peers, or colleagues, the Department may recommend withdrawal from the program. This decision will be based on the ethical imperative to protect clients and uphold the integrity of the counseling profession.

6. Appeals Process

- If a student or faculty member disagrees with the decision to implement a remediation plan, impose a leave of absence, or recommend withdrawal, they may

submit a formal appeal to the Deans of the College and Graduate College. The appeal must be submitted within 10 days of receiving the decision.

Conclusion

Addressing impairment in a counselor education program requires a balance between supporting the individual's well-being and maintaining the ethical and professional standards of the program. This policy and process are designed to ensure that impairment is addressed proactively, ethically, and in a manner that prioritizes the welfare of clients, students, and faculty. By adhering to the guidelines set forth in the ACA Code of Ethics (2014), this policy promotes a safe and supportive learning environment while safeguarding the integrity of the counseling profession.

Disability Services and Reasonable Accommodations

Students seeking academic or reasonable accommodations for a disability must first register with the **Student Accessibility Office (SAO)** prior to any accommodations being made. The SAO, formerly known as the Students with Disabilities Program, supports students with documented disabilities by facilitating access to programs, services, and activities at Virginia State University.

Academic Accommodations are designed to allow students with disabilities to fully engage with and demonstrate their understanding of course content. These accommodations ensure that a disability does not interfere with a professor's ability to fairly evaluate student performance.

Reasonable Accommodations refer to modifications or adjustments to a course, program, service, activity, or facility that provide qualified students with disabilities an equal opportunity to achieve academic success and benefit from university offerings, comparable to their peers without disabilities.

Available services may include, but are not limited to:

- Priority registration and scheduling
- Alternate testing sites and procedures
- Extended time for testing
- Exam proctoring
- Note takers
- Readers and scribes
- Digital recorded lectures
- Alternate formats for printed materials
- Assistive technology and training
- Accessible classrooms and adaptive equipment
- Academic counseling
- Assistance with TTY
- Auxiliary aids
- Access to apply for voter registration

Requesting Accommodations:

Students must submit appropriate documentation to sao@vsu.edu to initiate the process of requesting

academic or reasonable accommodations. All requests are processed in the order in which they are received and evaluated on a case-by-case basis in alignment with applicable guidelines.

For additional information or assistance, please contact the **Student Accessibility Office at (804) 524-5061**. The SAO remains committed to delivering high-quality support and empowering students to reach their academic goals through equitable access and inclusive practices.

Program Policy for Personal Counseling

In alignment with the counseling profession's emphasis on self-awareness and personal development (Corey, 2021), and in accordance with CACREP 2024 standards (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2024), this policy mandates that all students enrolled in the Counselor Education Program participate in personal counseling sessions. This requirement aims to enhance students' personal and professional growth, equip them with firsthand experience of the counseling process, and promote overall well-being.

Policy Requirement

Students are required to engage in a minimum of four (4) personal counseling sessions with a licensed mental health professional during their academic program. Specifically, students must complete:

1. **Two (2) Counseling Sessions Prior to Clinical Field Experience:** These sessions are to be completed before students commence their practicum or internship components of the program. This prerequisite ensures students are better prepared to manage the emotional and psychological demands of their upcoming field experiences.
2. **Two (2) Counseling Sessions During Clinical Field Experience:** These sessions must take place while students are actively engaged in their practicum or internship, providing ongoing support during this critical period of professional development.

Options for Counseling Services

Students may choose to utilize personal counseling services off-campus with a licensed mental health professional of their choice or opt for the counseling services offered on-campus. This flexibility respects student autonomy and acknowledges diverse needs and preferences (Murdoch, 2022).

Documentation and Confidentiality

Upon completion of the required counseling sessions, students must provide their faculty academic advisor with a letter from their mental health professional. This letter must verify that the student has attended the prescribed counseling sessions but need not contain any additional information about the nature of the sessions or the issues addressed. The letter should adhere to all relevant HIPAA regulations, ensuring student confidentiality is maintained unless the student provides explicit consent to share additional details (U.S. Department of Health & Human Services, 2023). This letter will be filed in the student's academic record in compliance with CACREP 2024 standards (CACREP, 2024).

Conclusion

This policy reflects the Department of Counselor Education's commitment to fostering an educational environment that prioritizes student development and well-being. By engaging in personal counseling, students not only gain valuable insights into the client experience but also bolster their emotional resilience and self-awareness, which are critical components of effective counseling practice (Corey, 2021).

Technology Resources and Competence

In alignment with CACREP Standards (2024, Section 1, Standard M.4.), all students enrolled in the Counselor Education program are expected to demonstrate basic technological competence and have consistent access to technology resources necessary to successfully complete program requirements. These include, but are not limited to:

- A reliable computer with audio and video capabilities
- Stable internet access for synchronous and asynchronous learning activities
- Proficiency in using learning management systems (e.g., Canvas), word processing, presentation software, and video conferencing platforms (e.g., Zoom, Microsoft Teams)
- Familiarity with online research databases and digital library tools
- Ability to navigate assessment tools, electronic health records systems, and other counseling-specific technologies introduced during coursework or field experiences

Students are expected to develop and demonstrate competence in the ethical and effective use of technology as it applies to counseling practice, supervision, and professional communication. Training and support will be provided throughout the program to ensure students are prepared to meet the evolving demands of the counseling profession.

Students who anticipate challenges related to technology access or proficiency should contact their advisor or program faculty as early as possible to identify available university support resources.

Virginia State University provides 24-hour technology support to all students, faculty, and staff. Calls to **804-524-5210** placed after 5:00 PM are automatically routed to the University's after-hours support team. This team can assist with account access concerns and initiate service tickets for follow-up. Onsite technology staff will review and respond to reported issues on the next business day.

For additional assistance, users may also contact the main help desk at **804-524-2000**, email VSUStudentHD@vsu.edu, or visit the Technology Services website at <https://www.vsu.edu/techservices/>.

Virginia State University's Satisfactory Academic Progress Policy (SAP)

Virginia State University is required by Federal Regulations to adhere to minimum standards of Satisfactory Academic Progress (SAP) that relate to a student's eligibility for federally funded financial aid programs, state and institutional grants, scholarships, employment, and loan programs.

Students must meet the minimum satisfactory academic progress standards in order to initially receive and maintain eligibility for Title IV funds. The satisfactory academic progress standards apply to all students in degree-seeking programs of study who wish to be considered for financial assistance.

Cancellation letters are mailed as a courtesy to students. Whether or not a student receives a cancellation letter, each student is expected to understand the SAP requirements and monitor his/her academic performance. A Cancellation letter is a notice that a student is not eligible to receive financial aid. A student will receive a cancellation letter if any one of the following criteria is reached:

- The Student's cumulative GPA is less than a 3.0
- The Student earns less than 67% of their attempted hours for the semester
- The student attempts more than 150% of the hours required for their degree program (transfer credits included)
- The student completely withdraws from his/her last two consecutive semesters

Virginia State University's Student Complaint Process

Virginia State University strives to create a fair, inclusive, and supportive learning environment. Students experiencing academic or non-academic concerns are encouraged to follow the university's **Student Complaint Process**:

1. **Address the Issue at the Department Level:** Speak with the relevant instructor, advisor, or department Chair to resolve your concerns informally.
2. If unresolved at the **Department Chair's level**, then address the issue at the **College Dean's Level**

Note: If you do not know how to contact the Department Chair for Counselor Education or the Dean for the College of Education, visit the following website: <https://www.vsu.edu/education/>.

3. **Submit a Formal Complaint:** If unresolved at both the Chair and Dean's level, submit a complaint through the student complaint process using the following form https://vsu.az1.qualtrics.com/jfe/form/SV_3Xh0XGe9ietNWT3,

Note: Full details of the VSU Student Complaint Process and their categories can be found in the student handbook: <https://www.vsu.edu/files/docs/student-activities/student-handbook.pdf> and the student complaint form: <https://www.vsu.edu/files/docs/student-complaint-form.pdf> Please read if you are unsure about the NATURE of your complaint.

4. **Escalation to the Provost:** If all steps have been exhausted and resolution has not been reached, students may escalate their concerns by contacting:

Student Support Committee

The Student Support Committee is dedicated to enhancing the academic and personal growth of students within the Department of Counselor Education. Through collaboration, resources, and advocacy, the committee seeks to cultivate a supportive and inclusive environment that empowers students to thrive.

Purpose

The primary purpose of the Student Support Committee is to provide comprehensive support to students in the Department of Counselor Education. The committee aims to:

- Facilitate student access to academic resources and support services.
- Advocate for student needs and promote student well-being.
- Foster an environment that encourages diversity, equity, and inclusion.
- Organize events, workshops, and activities that contribute to students' professional and personal development.

Description

The Student Support Committee is an integral part of fostering both academic and professional dispositions within the Department of Counselor Education and the counseling profession as a whole. The committee comprises faculty, administrators, and student representatives dedicated to nurturing essential dispositions that contribute to student success. Key responsibilities include:

- **Receive and Review Dispositional Concerns:** The committee actively receives and reviews academic and professional dispositional concerns raised by faculty and site supervisors. It provides constructive feedback and resources to address these concerns,

working collaboratively with students to develop action plans that promote their personal and professional development.

- **Academic Dispositions:** The committee fosters a culture of intellectual curiosity, critical thinking, and lifelong learning. By providing academic guidance, the committee encourages students to embrace scholarly inquiry, uphold academic integrity, and apply reflective practices to their educational pursuits.
- **Professional Dispositions:** Emphasis is placed on developing essential professional attitudes and behaviors, such as ethical practice, cultural competence, and interpersonal skills critical to the counseling profession. The committee supports initiatives that instill responsibility, empathy, and adaptability in diverse counseling contexts.
- **Peer and Wellness Support:** Encouraging a community of respect and support, the committee promotes peer mentoring and wellness initiatives. By facilitating workshops on stress management and self-care, the committee supports the maintenance of a balanced professional life and personal well-being.
- **Diversity and Inclusion:** The committee champions diversity and inclusion, which are central to both academic and professional growth. It organizes programs that celebrate cultural diversity and enhance students' multicultural competencies, ensuring preparedness to serve diverse populations effectively.
- **Feedback and Improvement:** As part of fostering a disposition of continuous improvement and responsiveness, the committee acts on student feedback to streamline support services and practices. Ongoing assessment and adaptation of initiatives are carried out to meet evolving student needs effectively.
- **Development of Professional Development Plans:** The committee identifies key areas for professional and academic growth and collaborates with students to create tailored Professional Development Plans (i.e., remediation plans). These plans aim to enhance skills, knowledge, and competencies, and dispositions aligned with career goals and industry standards. The committee provides resources and opportunities for workshops, trainings, and mentorships to facilitate continuous professional advancement.

Through these efforts, the Student Support Committee is committed to cultivating a supportive academic community that honors both academic excellence and professional integrity, equipping students with the dispositions necessary for successful careers in counseling by meeting our professional responsibilities as gatekeepers to the profession. The committee and the process are consistent with the institution's remediation and due process procedure outlined in the graduate student catalogue.

Student Assessment and Evaluation Process

The Counselor Education Program at our institution upholds a steadfast commitment to the

continuous and comprehensive assessment and evaluation of students, adhering rigorously to CACREP 2024 standards. In fulfilling our professional, ethical, and legal responsibilities as gatekeepers to the counseling profession, we ensure that students are consistently evaluated through formative and summative assessments focusing on both academic achievements and professional dispositions. This comprehensive evaluation framework is designed to cultivate the requisite knowledge, skills, and behaviors essential for effective counseling practice (CACREP, 2024).

Policy on Assessment and Evaluation

In alignment with CACREP 2024 standards (Sections 2.C.1.a-e; 2.a-c; 3), our program implements a multidimensional policy to assess students individually across essential domains, ensuring their readiness for professional roles in counseling:

Individual Student Assessment

Faculty engage in ongoing assessments to evaluate how each student demonstrates progress towards mastering necessary knowledge, skills, and professional dispositions. This systematic assessment ensures preparation and readiness for effective professional practice and occurs for all students during the following times in the program:

- At the conclusion of the following courses: COUN 524, 528, 529, 530, 531, 533, 553, 554
- At the conclusion of each clinical field experience (practicum/internship)
- At the conclusion of the spring semester

All faculty participate in this process while using the following:

- Department of Counselor Education Virginia State University Annual Student Evaluation Form
- Department of Counselor Education Virginia State University Disposition Review Standards Form

Documentation and Communication of Feedback

Results and updates of all evaluations of structured and timely feedback will be provided to each student an annual bases through a letter after the annual student evaluation in the spring semester. All individual student assessment and evaluation is documented and maintained, and maintained in the student's advisement file ensuring compliance with CACREP confidentiality and reporting standards (CACREP, 2024).

Conclusion

This policy and the associated procedures provide a robust, systematic framework for student assessment, ensuring the upholding of academic rigor and professional integrity as students' progress through the program. By integrating comprehensive evaluation methods, our program prepares students for success and excellence in the counseling profession.

Professional Associations and Affiliations

Students matriculating in the Counselor Education Program are required to become active in professional associations such as the American Counselor Association, the American School Counselor Association, the American Mental Health Counseling Association, the Virginia Counselor Association and the Virginia School Counselor Association and Chi Sigma Iota. Benefits of membership are numerous and include establishing and maintaining professional identity, identification of current professional issues, opportunity to attend state and national conferences, and an opportunity to network and interact with other counseling professionals. Student memberships are available at a reduced cost. For more information, inquire at the following sites:

- American Counseling Association (ACA) <https://counseling.org>
- American Mental Health Counselors Association <https://amhca.org/home>
- American School Counselor Association (ASCA) <https://www.schoolcounselor.org/>
- Virginia Counselors Association (VCA) <http://www.vcacounselors.org/>
- Virginia School Counselor Association (VSCA) <http://www.vsca.org>
- Association for Addiction Professionals (NAADC) <https://www.naadac.org/>

Department of Counselor Education

FACULTY

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ADMINISTRATIVE & OFFICE SPECIALIST II

- Mrs. Teresa Weiss, tweiss@vsu.edu, 804-504-7032

College of Education

DEAN, COLLEGE OF EDUCATION

- Willis Walter, Ph.D., wwalter@vsu.edu, 804-524-6869

APPENDIX A
(Course Sequence Fall and Spring Starts)

Fall Start

Clinical Mental Health Counseling 2 Year Course Sequence

Year 1	
Fall 12 credits	COUN 524 Professional Orientation & Ethical Practice - PP COUN 529 Theories of Counseling - PP COUN 530 Techniques of Counseling & Psychotherapy - PP COUN 536 Foundations of Mental Health Agency Counseling - PP
Spring 12 credits	COUN 528 Human Growth and Development – PI1 COUN 531 Group Procedures in Counseling - PP COUN 553 Multicultural Counseling - PI1 COUN 556 Play Therapy - PI1
Summer I 3 credits	COUN 555 Marriage and Family Systems
Summer II 3 credits	COUN 532 Counseling Children & Special Populations
Summer III 6 credits	COUN 570 Practicum in CMH Counseling COUN 533 Abnormal Behavior & Psychopathology – CP
Year 2	
Fall 12 credits	COUN 526 Measurement and Appraisal in Counseling COUN 540 Trauma Informed Care & Crisis Intervention COUN 537 Internship in CMH Counseling – PI2 COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 599 Comprehensive Exam
Spring 12 credits	STAT 510 Statistical Procedures in Education & Psychology – CI2 COUN 527 Career Development and Counseling COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Fall Start

Clinical Mental Health Counseling 3 Year Course Sequence

Year 1	
Fall 9 Credits	COUN 524 Professional Orientation & Ethical Practice – PP COUN 529 Theories of Counseling – PP COUN 530 Techniques of Counseling & Psychotherapy – PP
Spring 9 Credits	COUN 528 Human Growth and Development – PP COUN 531 Group Procedures in Counseling – PP COUN 553 Multicultural Counseling – PI1
Summer II	COUN 532 Counseling Children & Special Populations
Summer III	COUN 533 Abnormal Behavior & Psychopathology – CP
Year 2	
Fall 9 Credits	COUN 526 Measurement and Appraisal in Counseling COUN 536 Foundations of Mental Health Agency Counseling – PP COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2
Spring 9 Credits	STAT 510 Statistical Procedures in Education & Psychology – CI2 COUN 527 Career Development and Counseling COUN 556 Play Therapy – PI1
Summer I 3 Credits	COUN 555 Marriage and Family Systems
Summer III 3 Credits	COUN 570 Practicum in CMH Counseling
Year 3	
Fall 6 Credits	COUN 540 Trauma Informed Care & Crisis Intervention COUN 537 Internship in CMH Counseling – PP COUN 599 Comprehensive Exam
Spring 9 Credits	COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Fall Start
School Counseling 2 Year Course Sequence

Year 1	
Fall 12 credits	COUN 524 Professional Orientation & Ethical Practice - PP COUN 529 Theories of Counseling - PP COUN 530 Techniques of Counseling & Psychotherapy - PP COUN 557 Classroom Management & Technology - PP
Spring 12 credits	COUN 528 Human Growth and Development - PP COUN 531 Group Procedures in Counseling - PP COUN 553 Multicultural Counseling - PI1 COUN 523 School Counseling & Leadership (PreK-12) - PI1
Summer I 3 credits	COUN 555 Marriage and Family Systems
Summer II 3 credits	COUN 532 Counseling Children & Special Populations
Summer III 3 credits	COUN 538 Practicum in School Counseling COUN 533 Abnormal Behavior & Psychopathology - CP
Year 2	
Fall 12 credits	COUN 526 Measurement and Appraisal in Counseling COUN 540 Trauma Informed Care & Crisis Intervention COUN 549 Internship in School Counseling- PP COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 599 Comprehensive Exam
Spring 12 credits	STAT 510 Statistical Procedures in Education & Psychology – CI2 COUN 527 Career Development and Counseling COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Fall Start
School Counseling 3 Year Course Sequence

Year 1	
Fall 9 Credits	COUN 524 Professional Orientation & Ethical Practice - PP COUN 529 Theories of Counseling - PP COUN 530 Techniques of Counseling & Psychotherapy – PP
Spring 9 Credits	COUN 528 Human Growth and Development - PP COUN 531 Group Procedures in Counseling - PP COUN 553 Multicultural Counseling - PI1
Summer II 3 Credits	COUN 532 Counseling Children & Special Populations
Summer III 3 Credits	COUN 533 Abnormal Behavior & Psychopathology – PI
Year 2	
Fall 9 Credits	COUN 526 Measurement and Appraisal in Counseling COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 557 Classroom Management & Technology
Spring 9 Credits	COUN 523 School Counseling & Leadership (PreK-12) COUN 527 Career Development and Counseling STAT 510 Statistical Procedures in Education & Psychology – CI2
Summer I 3 Credits	COUN 555 Marriage and Family Systems
Summer III 3 Credits	COUN 538 Practicum in School Counseling
Year 3	
Fall 6 Credits	COUN 540 Trauma Informed Care & Crisis Intervention COUN 549 Internship in School Counseling - PP COUN 599 Comprehensive Exam
Spring 9 Credits	COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Spring Start

Clinical Mental Health Counseling 2 Year Course Sequence

Year 1	
Spring 12 credits	COUN 524 Professional Orientation & Ethical Practice - PP COUN 529 Theories of Counseling - PP COUN 530 Techniques of Counseling & Psychotherapy - PP COUN 536 Foundations of Mental Health Agency Counseling - PP
Summer I 3 credits	COUN 528 Human Growth and Development – PI1
Summer II 3 credits	COUN 553 Multicultural Counseling - PI1
Summer III 6 credits	COUN 531 Group Procedures in Counseling – PP COUN 556 Play Therapy - PI1
Fall 12 credits	COUN 555 Marriage and Family Systems COUN 532 Counseling Children & Special Populations COUN 570 Practicum in CMH Counseling COUN 533 Abnormal Behavior & Psychopathology – CP
Year 2	
Spring 12 credits	COUN 526 Measurement and Appraisal in Counseling COUN 540 Trauma Informed Care & Crisis Intervention COUN 537 Internship in CMH Counseling – PI2 COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 599 Comprehensive Exam
Summer I 3 Credits	STAT 510 Statistical Procedures in Education & Psychology – CI2
Summer II 3 Credits	COUN 527 Career Development and Counseling
Summer III 6 Credits	COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Spring Start

Clinical Mental Health Counseling 3 Year Course Sequence

Year 1	
Spring 9 Credits	COUN 524 Professional Orientation & Ethical Practice – PP COUN 529 Theories of Counseling – PP COUN 530 Techniques of Counseling & Psychotherapy – PP
Summer 9 Credits	COUN 528 Human Growth and Development – PP COUN 531 Group Procedures in Counseling – PP COUN 553 Multicultural Counseling – PI1
Fall 9 Credits	COUN 532 Counseling Children & Special Populations COUN 533 Abnormal Behavior & Psychopathology – CP COUN 536 Foundations of Mental Health Agency Counseling – PP
Year 2	
Spring 9 Credits	COUN 526 Measurement and Appraisal in Counseling COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 556 Play Therapy – PI1
Summer 9 Credits	COUN 527 Career Development and Counseling COUN 537 Practicum in CMH Counseling COUN 555 Marriage and Family Systems
Fall 9 Credits	STAT 510 Statistical Procedures in Education & Psychology – CI2 COUN 540 Trauma Informed Care & Crisis Intervention
Year 3	
Spring 6 Credits	COUN 570 Internship in CMH Counseling – PI COUN 550 Research Design, Methods & Evaluation COUN 599 Comprehensive Exam

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Spring Start
School Counseling 2 Year Course Sequence

Year 1	
Spring 12 credits	COUN 524 Professional Orientation & Ethical Practice - PP COUN 529 Theories of Counseling - PP COUN 530 Techniques of Counseling & Psychotherapy - PP COUN 557 Classroom Management & Technology - PP
Summer 12 credits	COUN 528 Human Growth and Development - PP COUN 531 Group Procedures in Counseling - PP COUN 553 Multicultural Counseling - PI1 COUN 523 School Counseling & Leadership (PreK-12) - PI1
Fall 3 credits	COUN 532 Counseling Children & Special Populations COUN 533 Abnormal Behavior & Psychopathology - CP COUN 538 Practicum in School Counseling COUN 555 Marriage and Family Systems
Year 2	
Spring 12 credits	COUN 526 Measurement and Appraisal in Counseling COUN 540 Trauma Informed Care & Crisis Intervention COUN 549 Internship I in School Counseling- PP COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 599 Comprehensive Exam
Summer 12 credits	STAT 510 Statistical Procedures in Education & Psychology – CI2 COUN 527 Career Development and Counseling COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

Spring Start

School Counseling 3 Year Course Sequence

Year 1	
Spring 9 Credits	COUN 524 Professional Orientation & Ethical Practice - PP COUN 529 Theories of Counseling - PP COUN 530 Techniques of Counseling & Psychotherapy – PP
Summer 9 Credits	COUN 528 Human Growth and Development - PP COUN 531 Group Procedures in Counseling - PP COUN 553 Multicultural Counseling - PI1
Fall 3 Credits	COUN 532 Counseling Children & Special Populations COUN 533 Abnormal Behavior & Psychopathology – PI COUN 557 Classroom Management & Technology
Year 2	
Spring 9 Credits	COUN 526 Measurement and Appraisal in Counseling COUN 554 Diagnosis and Treatment of Addictive Behaviors – PI2 COUN 556 Play Therapy – PI1
Summer 9 Credits	COUN 527 Career Development and Counseling COUN 538 Practicum in School Counseling COUN 555 Marriage and Family Systems
Fall 3 Credits	COUN 523 School Counseling & Leadership (PreK-12) COUN 540 Trauma Informed Care & Crisis Intervention COUN 549 Internship in School Counseling – PP COUN 599 Comprehensive Exam
Year 3	
Spring 9 Credits	STAT 510 Statistical Procedures in Education & Psychology – CI2 COUN 550 Research Design, Methods & Evaluation

- Note: Prerequisite – P; Corequisite – C; Practicum – P; Internship I – I1; Internship II – I2

APPENDIX B

VIRGINIA STATE UNIVERSITY Department of Counselor Education

Field Experience Checklist

- Attend mandatory Field Placement Orientation meeting the semester prior to beginning Field Experience
- Submit application (electronically) the semester prior to beginning Field Experience. (link will be sent to students after the attend Field Placement Orientation meeting)
 - All prerequisite course must be completed to be eligible to being Field Experience (practicum, internship I & II)
 - Submit/attach UNOFFICAL copy of transcript to the application.
 - Submit/attach LIABILITY INSURANCE from ACA or ASCA to the application.
 - Submit/attach copy of PULMONARY TUBERCULOSIS (TB) results to application.
- Submit Field Experience Learning Agreement
- Submit to Clinical Coordinator by the following dates:
 - First Monday in October
 - First Monday in March
- Please Note: Your Application will not be sent to a placement if there is any missing information

APPENDIX C

Counselor Education Program

NOTIFICATION OF PROFESSIONAL DISPOSITIONAL CONCERN

Student: _____

Faculty: _____

This is to notify you that your professional dispositional performance, as defined in the Professional Dispositional Review Process section of the Student Handbook, is deficient rated 3 <) in the following area(s):

Academic Dispositional Concerns:

- Initiative and motivation
- Academic writing
- Late submission of assignments
- Habitual tardiness, lack of engagement or absent from identified course meeting time(s)
- Inability to apply academic feedback written or verbal to course material
- Other

No concerns

Professional Dispositional Concerns:

Criterion Deficient Rating(s)

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations

No concerns

II. Description of observed deficiency(s) (describes specific deficiency(s) observed in each performance area):

III. Performance Changes Required (describes specific performance changes needed in each area cited as deficit in Section II above):

IV. Remedial Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation):

V. Signatures (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy):

Date: _____

Student: _____

Issuing Faculty: _____

Adapted from McAdams, C. R., III, Foster, V. A., & Ward, T. J. (2007). *Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court*. Counselor Education and Supervision, 46, 212-229. Reprinted with permission.

APPENDIX D

Virginia State University Department of Counselor Education

Professional Counseling Dispositions Competency Assessment-RI (PCDCA-RI) Form

Date of Filing: _____

Date of Incident: _____

Student Name: _____

Filed By: _____

DISPOSITIONS ASSESSMENT

Instructions

Please check the box(es) next to the disposition(s) that relate to this incident report. For each disposition selected, please provide specific behavioral examples in the incident description section.

1. Adaptability and Continuous Learning:

- **Openness to new ideas:** Demonstrates a willingness to consider and incorporate new methodologies and perspectives in practice.
- **Flexibility and adaptability:** Exhibits the ability to adjust to changing circumstances and client needs seamlessly.
- **Willingness to accept and use feedback:** Actively seeks, accepts, and implements feedback to improve personal and professional growth.
- **Initiative and motivation:** Shows proactive engagement and dedication to professional learning and self-improvement.

2. Interpersonal Effectiveness and Ethical Practice:

- **Cooperativeness with others:** Engages effectively and collaborates well with peers, clients, and colleagues.
- **Ability to deal with conflict:** Manages and resolves conflicts constructively and maintains positive relationships.
- **Attention to ethical and legal considerations:** Consistently adheres to and understands the ethical and legal standards of the profession.
- **Effective and appropriate expression of feelings:** Communicates emotions clearly and appropriately in both personal and professional settings.

3. Self-Awareness and Responsibility:

- **Awareness of own impact on others:** Understands and considers how personal behaviors and attitudes affect others in various contexts.
- **Ability to accept personal responsibility:** Acknowledges and takes responsibility for personal actions and decisions.
- **Humility:** Demonstrates an understanding of personal limitations and values the contributions of others.

4. Commitment to Diversity, Well-being, and Advocacy:

- **Orientation to multiculturalism and social justice advocacy:** Actively supports and advocates for diversity, inclusion, and social justice.
- **Professional wellness and self-care:** Prioritizes and practices self-care to maintain personal well-being and professional effectiveness.

LEVEL OF CONCERN

Please indicate the level of concern by checking the appropriate box:

- **BLUE:** Recognizes a student needing observable support, standing out among peers. Signifies that additional faculty support or encouragement is needed.
- **GREEN:** Indicates minor concerns that do not warrant immediate remediation but require awareness among faculty and staff.
- **YELLOW:** Suggests that the student needs remediation. Program faculty must convene to determine an appropriate remediation plan.
- **RED:** Indicates serious concerns necessitating gatekeeping, possibly leading to suspension or dismissal. All relevant faculty and administrators, including legal services if necessary, are involved to determine a proper outcome.

INCIDENT DESCRIPTION

Please provide a detailed explanation of the incident or situation using specific behavioral terms:

APPENDIX E

Virginia State University Department of Counselor Education

Professional Counseling Dispositions Assessment (PCDA) Form

Date: _____

Student Being Evaluated: _____ Evaluator: _____

Instructions: Please evaluate the student in relation to the dispositions that are observable behaviors identified in the description below using the following scale: **1 Below Expectations** is characterized by behaviors that consistently fail to meet the required disposition, such as disregarding feedback, poor adaptability, or repeated ethical issues. **2 Approaching Expectations** applies to behaviors that occasionally meet standards but show significant room for improvement, like sporadic collaboration or inconsistent responsibility. **3 Meets Expectations** is for behaviors that reliably meet professional standards, demonstrated by effective communication, good adaptability, and regular feedback usage. **4 Exceeds Expectations** is for behaviors that consistently surpass expectations, exemplified by leading initiatives, proactive mentoring, and excelling in collaborative environments. Adjust evaluation for culture if deemed appropriate.

Dispositions	1 - Below Expectations	2 - Approaching Expectations	3 - Meets Expectations	4 - Exceeds Expectations	Score
Adaptability and Continuous Learning:					
Openness to new ideas	Demonstrates resistance to new methods and practices	Occasionally open to new methods but requires guidance	Consistently open to and implements new counseling approaches	Proactively seeks out and applies innovative counseling strategies	
Flexibility and adaptability	Rigid in approach, struggles with changes	Needs support to adapt to changes	Adapts well to new situations and changes in client needs	Demonstrates exceptional adaptability, often anticipates changes	
Willingness to accept and use feedback	Dismisses or reacts negatively to feedback	Sometimes resistant, implements feedback with reluctance	Accepts and utilizes feedback to improve counseling practice	Seeks out feedback and shows marked improvement as a result	
Interpersonal Effectiveness and Ethical Practice:					

Cooperativeness with others	Rarely collaborates effectively with peers or clients	Inconsistent in teamwork, needs encouragement	Works well with others, fosters collaborative relationships	Inspires collaboration, often leads effective team efforts	
Ability to deal with conflict	Avoids or escalates conflict situations	Struggles but sometimes manages conflict	Handles conflicts effectively and professionally	Resolves conflicts adeptly, helps others learn conflict resolution	
Attention to ethical and legal considerations	overlooks or misunderstands ethical and legal standards	Basic understanding but needs guidance in ethical matters	Adheres to ethical and legal standards consistently	Demonstrates exemplary understanding and upholds high ethical standards	
Self-Awareness and Responsibility:					
Awareness of own impact on others	Lacks awareness, often unaware of how actions affect others	Sometimes aware but inconsistent	Demonstrates awareness and consideration of personal impact	Highly attuned to personal impact, takes deliberate steps to adjust	
Ability to accept personal responsibility	Shifts blame and deflects responsibility	Accepts responsibility occasionally, with reminders	Consistently accepts responsibility for actions	Exemplifies accountability, mentors' others on responsibility	
Humility	Displays arrogance, resistant to acknowledging limits	Shows humility occasionally, can struggle with admitting errors	Generally humble, acknowledges own limitations and errors	Highly humble, learns from others, fosters a culture of humility	
Commitment to Diversity, Well-being, and Advocacy:					
Orientation to multiculturalism and social justice advocacy	Shows limited understanding and engagement in diversity	Basic awareness, infrequently engages in advocacy	Advocates for diversity and inclusion regularly	Passionately champions multicultural awareness and social justice	
Professional wellness and self-care	Neglects self-care, often exhibits signs of burnout	Inconsistently practices self-care as needed	Maintains a healthy balance, practices self-care regularly	Exemplary self-care model, encourages and teaches peers	
Initiative and motivation	Lacks initiative, requires frequent motivation	Shows some initiative with encouragement	Self-motivated, consistently takes initiative	Proactive and highly motivated, inspires others to engage deeply	

Overall Comments and Feedback for the Student:

APPENDIX F
Virginia State University
Department of Counselor
Education

Student Evaluation Form

Student Information:

- Name: _____
- Student ID: _____
- Program Year: _____
- Date of Evaluation: _____

Evaluator Information:

- Evaluator Name: _____
- Position/Title: _____
- Relationship to Student (e.g., Faculty Advisor, Site Supervisor): _____

Section 1: Academic Performance

A. Knowledge and Skills

1. Mastery of Counseling Theories and Techniques:

- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

2. Competence in Assessment and Diagnostic Skills:

- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

3. Application of Research and Evidence-Based Practice:

- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

4. Understanding of Ethical and Legal Standards:

- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

Comments on Academic Performance:

Section 2: Professional Dispositions

A. Professional Attitudes and Behaviors

1. Demonstrates Cultural Competence and Sensitivity:

- Needs Improvement
- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

2. Displays Ethical Behavior and Integrity:

- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

3. Engages in Reflective Practice and seeks Feedback:

- Needs Improvement
- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2
- Needs Improvement -1

4. Maintains Professional Relationships and Communication:

- Exceeds Expectations - 4
- Meets Expectations - 3
- Developing - 2

Needs Improvement -1

B. Personal Growth and Development

1. Responsiveness to Feedback and Constructive Criticism:

Exceeds Expectations - 4
 Meets Expectations - 3
 Developing - 2
 Needs Improvement -1

2. Exhibits Resilience and Adaptability:

Exceeds Expectations - 4
 Meets Expectations - 3
 Developing - 2
 Needs Improvement -1

3. Demonstrates Commitment to Professional Development:

Exceeds Expectations - 4
 Meets Expectations - 3
 Developing - 2
 Needs Improvement -1

Comments on Professional Dispositions:

Section 3: Overall Evaluation

• How well does the student integrate knowledge and skill competencies into practice?

Exceeds Expectations - 4
 Meets Expectations - 3
 Developing - 2
 Needs Improvement -1

• Overall, is the student progressing adequately to succeed in the field of counseling?

Yes

No

Additional Comments:

Evaluator Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Note: Student acknowledgment of receipt does not imply agreement with evaluation but confirms it has been shared and discussed.

APPENDIX G

Virginia State University Counselor Education Program

Student/Program Assessment Process

The following dispositions are assessed at various established points throughout the program, identified here as “gate” checks:

Gate 1: Admissions

- Submitted completed graduate application for admission
- Competitive GPA (3.0 preferred)
- Completion of a required writing sample (Passing Score)
- Admissions interview (Passing Score)
- Three professional letters of reference (2 of the 3 must be from an instructor or supervisor)
- PCDA is used as part of the program interviews of all applicants
- Students that are admitted to the program will complete a self-assessment and demonstrate understanding of the PCDA process, which is due during orientation prior to the start of their first semester in the program.

Gate 2: Completion of First Year of Coursework

- Dispositions are assessed systematically by first-year program instructors and faculty before the first semester of the second year begins.
- Meet with faculty academic advisor each semester, every semester until graduation.
- Maintain, update, and follow University Program Card/Curriculum Sheet
- Maintain a B average in all courses
- Join state and or national professional counseling association(s)

Gate 3: Completion of Practicum (COUN 538, 570)

- Complete each clinical field experience, receiving a minimum of 80%.
- Receive a minimum of 80% on each clinical field experience evaluation (midterm and end of term) from site supervisor and faculty supervisor.
- Present, submit and earn a minimum of 80% evaluation on one case presentation per each clinical field experience.
- Conduct, and present three counseling recording sessions per each clinical field experience for review and evaluation.
- Complete, and submit all documents for professional counseling portfolio (Written Case Presentation, evaluations, monthly journals, weekly logs, final clinical field experience log, professional liability insurance for each experience).
- A student self-assessment is Professional Counseling Dispositions, Midterm and End of Term Evaluation.

- On Site and Campus Faculty Supervisor evaluations of the student are due at the mid-point and end of the practicum semester, no later than the last day of the practicum experience.

Gate 4: Completion of First Internship (COUN 537, 548, 549)

- Complete each clinical field experience, receiving a minimum of 80%.
- Receive a minimum of 80% on each clinical field experience evaluation (midterm and end of term) from site supervisor and faculty supervisor.
- Present, submit and earn a minimum of 80% evaluation on one case presentation per each clinical field experience.
- Conduct, and present three counseling recording sessions per each clinical field experience for review and evaluation.
- Complete, and submit all documents for professional counseling portfolio (Written Case Presentation, evaluations, monthly journals, weekly logs, final clinical field experience log, professional liability insurance for each experience).
- A student self-assessment is Professional Counseling Dispositions, Midterm and End of Term Evaluation.
- On Site and Campus Faculty Supervisor evaluations of the student are due at both the mid-point and end of the internship semester, no later than the last day of the internship experience.

Gate 5: Program Exit

- Student will submit their graduate student application by day 20 of their final semester.
- Successfully complete the comprehensive exam with a minimum 80%
- Complete and submit Comprehensive Examination Application to College of Graduate Studies
- Complete and submit Graduate Application to College of Graduate Studies
- Complete a student exit survey.
- A student exit interview is completed during finals week of the semester that the student graduates and students complete the following:
 - Program Completion Questionnaire
 - PCDA self-assessment
 - College Verification form
 - Verification of Degree and Internship for LPC Licensure Form

APPENDIX G

**Virginia State University
Department of Counselor
Education**

FIELD EXPERIENCE STUDENT EVALUATION FORM

Evaluation Period: Midterm End of Term

Field Experience Type: Practicum Internship I Internship II Internship III

Semester: Fall Spring Summer

Student Name: _____

Field Experience Site: _____

Site Supervisor: _____

University Supervisor: _____

Date: _____

RATING SCALE DEFINITIONS

Rating	Numerical Value	Description
Exemplary	4	Student consistently exceeds expectations, demonstrates exceptional skills and knowledge that surpass requirements, and shows outstanding ability to apply learning in practice.
Proficient	3	Student meets expectations consistently, demonstrates solid understanding and application of core concepts, and performs effectively in field settings.
Developing	2	Student partially meets expectations, demonstrates basic understanding but requires further development, and shows inconsistent application of skills.
Not Satisfactory	1	Student does not meet expectations, demonstrates significant gaps in understanding, and requires substantial improvement.
Not Observed	N/O	There has not been an opportunity to observe this competency during the evaluation period.

EVALUATION CRITERIA

1. Ethical Decision-Making and Professional Conduct (PLSLO1)

Criteria	Rating
1.1 Applies ACA/ASCA ethical principles in practice	[4] [3] [2] [1] [N/O]
1.2 Navigates ethical dilemmas with sound reasoning	[4] [3] [2] [1] [N/O]
1.3 Maintains appropriate confidentiality and boundaries	[4] [3] [2] [1] [N/O]
1.4 Demonstrates professional conduct and demeanor	[4] [3] [2] [1] [N/O]
1.5 Adheres to site policies and legal standards	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

2. Cultural Responsiveness and Social Justice Advocacy (PLSLO2)

Criteria	Rating
2.1 Demonstrates understanding of diverse cultural backgrounds	[4] [3] [2] [1] [N/O]
2.2 Applies culturally responsive approaches in practice	[4] [3] [2] [1] [N/O]
2.3 Shows cultural humility and openness to learning	[4] [3] [2] [1] [N/O]
2.4 Identifies and addresses systemic barriers	[4] [3] [2] [1] [N/O]
2.5 Advocates for equity and access for clients/students	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

3. Career Development and Human Development Application (PLSLO3)

Criteria	Rating
3.1 Applies career development theories appropriately	[4] [3] [2] [1] [N/O]
3.2 Utilizes career assessment tools effectively	[4] [3] [2] [1] [N/O]
3.3 Considers contextual factors in career planning	[4] [3] [2] [1] [N/O]
3.4 Applies human development theories in assessment	[4] [3] [2] [1] [N/O]

Criteria	Rating
3.5 Adapts approaches based on developmental needs	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

4. Assessment, Diagnosis, Research, and Evaluation (PLSLO4)

Criteria	Rating
4.1 Selects and administers assessments appropriately	[4] [3] [2] [1] [N/O]
4.2 Interprets assessment results accurately	[4] [3] [2] [1] [N/O]
4.3 Applies diagnostic criteria ethically and appropriately	[4] [3] [2] [1] [N/O]
4.4 Utilizes research to inform practice	[4] [3] [2] [1] [N/O]
4.5 Participates in program evaluation when applicable	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

5. Therapeutic Relationships and Evidence-Based Practices (PLSLO5)

Criteria	Rating
5.1 Establishes rapport and therapeutic alliance	[4] [3] [2] [1] [N/O]
5.2 Demonstrates empathy and active listening	[4] [3] [2] [1] [N/O]
5.3 Applies evidence-based techniques appropriately	[4] [3] [2] [1] [N/O]
5.4 Collaborates in goal-setting and treatment planning	[4] [3] [2] [1] [N/O]
5.5 Monitors and evaluates counseling outcomes	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

6. Specialty Area Competence (PLSLO6)

Clinical Mental Health Counseling

Criteria	Rating
6.1 Demonstrates knowledge of mental health service delivery	[4] [3] [2] [1] [N/O]
6.2 Applies appropriate clinical interventions	[4] [3] [2] [1] [N/O]
6.3 Demonstrates case conceptualization skills	[4] [3] [2] [1] [N/O]
6.4 Coordinates care with other professionals	[4] [3] [2] [1] [N/O]
6.5 Demonstrates knowledge of community resources	[4] [3] [2] [1] [N/O]

School Counseling

Criteria	Rating
6.6 Implements comprehensive school counseling program	[4] [3] [2] [1] [N/O]
6.7 Addresses academic, career, and social/emotional domains	[4] [3] [2] [1] [N/O]
6.8 Collaborates with school stakeholders effectively	[4] [3] [2] [1] [N/O]
6.9 Utilizes data to identify student needs	[4] [3] [2] [1] [N/O]
6.10 Advocates for students within the educational system	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

7. Professional Competency Development (PLSLO7)

Criteria	Rating
7.1 Applies counseling theories ethically in practice	[4] [3] [2] [1] [N/O]
7.2 Implements evidence-based counseling techniques	[4] [3] [2] [1] [N/O]
7.3 Effectively engages with diverse client populations	[4] [3] [2] [1] [N/O]
7.4 Demonstrates competence in psychoeducational group leadership	[4] [3] [2] [1] [N/O]
7.5 Exhibits proficiency in clinical case management	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

OVERALL ASSESSMENT

Strengths

Areas for Growth

Development Plan

SIGNATURES**Student Signature:** _____ **Date:** _____**Site Supervisor Signature:** _____ **Date:** _____**University Supervisor Signature:** _____ **Date:** _____

This evaluation aligns with the Department of Counselor Education's mission to foster an inclusive and supportive learning environment that facilitates both professional and personal growth, producing ethically sound, culturally responsive, and competent counselors who possess the skills necessary for effective practice.

APPENDIX H

Virginia State University
Department of Counselor Education

Verification of Counseling Services Form

Develop a Verification of Counseling Services Form

Documentation form verifying that students have completed the required personal counseling sessions throughout their program enrollment that includes a total of 4, 2 prior to Field Experience and two during Field Experience, one during practicum and one during internship

Virginia State University Department of Counselor Education

Verification of Counseling Services Form

STUDENT INFORMATION

Student Name: _____ Student ID: _____
Program: _____ Entry Date: _____
Academic Advisor: _____ Phone: _____
Email: _____

COUNSELING REQUIREMENT OVERVIEW

As part of the program requirements, each student must complete a total of four (4) personal counseling sessions with a licensed mental health professional:

- **Two (2) sessions** must be completed prior to Field Experience
- **Two (2) sessions** must be completed during Field Experience:
 - One (1) session during Practicum
 - One (1) session during Internship

VERIFICATION OF COUNSELING SESSIONS

PRE-FIELD EXPERIENCE SESSIONS

Session 1

Date of Service: _____ **Licensed Professional's Name:**

License Type and Number:

Professional's Signature:

Date: _____

Verification Statement: I verify that the above-named student has completed a personal counseling session with me on the date indicated.

Session 2

Date of Service: _____ **Licensed Professional's Name:**

License Type and Number:

Professional's Signature:

Date: _____

Verification Statement: I verify that the above-named student has completed a personal counseling session with me on the date indicated.

FIELD EXPERIENCE SESSIONS

Practicum Session

Date of Service: _____ **Licensed Professional's Name:**

License Type and Number:

Professional's Signature:
Date:

Verification Statement: I verify that the above-named student has completed a personal counseling session with me on the date indicated. **Practicum Course Code:**

Internship Session

Date of Service: _____ **Licensed Professional's Name:**

License Type and Number:

Professional's Signature:
Date:

Verification Statement: I verify that the above-named student has completed a personal counseling session with me on the date indicated. **Internship Course Code:**

PROGRAM VERIFICATION

I verify that the above-named student has successfully completed all required personal counseling sessions as outlined in the program requirements.

Program Director Signature: _____ **Date:**

CONFIDENTIALITY STATEMENT

This form verifies completion of the required counseling sessions only. The content of counseling sessions remains confidential between the student and the licensed professional, in accordance with professional ethical standards and applicable laws.

INSTRUCTIONS FOR SUBMISSION

1. The student is responsible for maintaining this form throughout their program.
2. The student should obtain the signature of the licensed professional after each counseling session.
3. The completed form should be submitted to the Program Director prior to graduation.
4. A copy of this form will be kept in the student's program file.

Form Submission Date: _____

Received by: _____ **Date:** _____

Appendix I

Virginia State University

Department of Counselor Education

Graduate Student Resources

College of Graduate Studies - [College of Graduate Studies | Virginia State University](#)

Important Information - [College of Graduate Studies | Virginia State University](#)

Graduate Applications and Forms - [Graduate Applications and Forms | Virginia State University](#)

Graduate Assistantship - [Graduate Assistantship | Virginia State University](#)

Registrar's Office - [Registrar's Office | Virginia State](#)

University Financial Aid Office - [Financial Aid | Virginia](#)

State University Writing Center - [Writing Center | Virginia](#)

State University University Libraries - [UNIVERSITY](#)

LIBRARIES

Trojan Health and Wellness - [Trojan Health and Wellness \(THAW\) | Virginia State University](#)

University Counseling Center - [Counseling | Virginia State University](#)

Student Accessibility Office - [Student Accessibility Office | Virginia State University](#)

Career Services - [Career Services | Virginia State University](#)

VSU Police Department - [VSU Police Department | Virginia State University](#)

Appendix I

Virginia State University Department of Counselor Education

Acknowledgment and Receipt

Remove this document from the handbook, sign and return it to your Faculty Academic Advisor

Counselor Education Program (60 Credit Hours)

I have received my copy of the Graduate Handbook.

The handbook describes important information about Virginia State University, Counselor Education Program Graduate program, and I understand that I should consult the Advisor regarding any questions not answered in the handbook.

This manual and the policies and procedures contained herein supersede any and all prior practices, oral or written representations, or statements regarding the terms and conditions of your continuing education with Virginia State University, Counselor Education program. By distributing this handbook, the University expressly revokes any and all previous policies and procedures which are inconsistent with those contained herein.

I understand that any and all policies and practices may be changed at any time by Virginia State University. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

I understand and agree that nothing in this Handbook creates, or is intended to create, a promise or representation of continued participation, which may be terminated at the will of either Virginia State University or myself. Furthermore, I acknowledge that this handbook is not a contract.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Student's Name (Print)

Student's Signature (Sign)

Date

TO BE PLACED IN STUDENT'S ADVISMENT FILE