VSA Faculty Advisor Handbook

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Overview

Welcome

Congratulations on becoming a VSA Faculty Advisor! As a Faculty Advisor you have an extraordinary opportunity to facilitate a new trainer's personal and professional growth as you lead by example; sharing the skills and knowledge you've gained through years of experience. The virtual support, feedback, and positive challenges you provide students will not only have a lasting impact on each individual, but the knowledge you foster has the potential to inspire growth and professionalism in the field of positive training for generations to come.

How to Use this Handbook

The purpose of this handbook is to provide you with the information and tools you'll need to successfully advise VSA online course students. This includes information about establishing a successful student/advisor relationship, the roles of both Faculty Advisor and student, and best practices to follow as you provide support for students throughout the course. Much of what's included is likely 'common sense' to you since you are already a positive trainer and teacher so our intent is simply to provide insights and tips to help you facilitate your student's progression.

The handbook defines specific and important student requirements that must be fulfilled for successful completion of the course. Additionally, please refer to the ***VSA Student Assessment Checklist*** document, which provides guidance to what the student should be doing during their assessments. Faculty Advisor requirements exist to clarify your role, maintain a consistent experience for all students, and to define the specific actions you will take to help your student complete the course.

Overview of the VSA Dog Trainer Course

The VSA Dog Trainer Course program consists of online modules, quizzes, tests, and exams to assess knowledge and assessments to evaluate skills. Students also have weekly Office Hour videoconference meetings with their Faculty Advisor where all of the student/advisor interactions take place, including assessments and curriculum questions. Students are encouraged to discuss online lessons with their Faculty Advisors, so it is important for Faculty Advisors to review course materials and to be familiar with course content and structure.

Course Content is delivered within Online Lessons accessed sequentially via the Online Student Learning Center. Online Lessons are grouped into chapters which are then grouped into 20 modules which the student must complete in order.

Dog Trainer Course Modules

- Orientation Module
- Module 1: Positively Philosophy

- Module 2: Canine History & Ethology
- Module 3: Canine Cognition
- Module 4: Canine Communication & Body Language
- Module 5: Canine Enrichment
- Module 6: Learning Theory & Functional Assessments
- Module 7: Managing Behavior
- Module 8: Positive Training Tools & Methods
- Module 9: Reinforcement & Training Applications
- Module 10: Teaching Basic Behaviors
- Module 11: Solving Common Behavior Problems
- Module 12: Teaching Private Lessons
- Module 13: Teaching Group Classes
- Module 14: Working with Humans
- Module 15: Canine Health & Science
- Module 16: Dogs Sports & Working Dogs
- Module 17: Advanced Training & Behavior
- Module 18: Animal Advocacy
- Module 19: Business Management
- Module 20: Marketing & Branding

Activities

Most lessons include two types of activities to provide engagement and at-home learning opportunities. Neither of these activity types require the involvement of the Faculty Advisor:

- Think About It – Students are asked to consider various topics, questions, and concepts before continuing the lesson.
- Your Turn – Students are required to get up and actually attempt various skills, activities and/or actions.

Quizzes, Tests, and Exams

Throughout the course, students' knowledge is tested via automated online testing opportunities including quizzes, tests and exams.

Quizzes are included at the end of the final lesson within most chapters and are designed to ensure comprehension and understanding of the concepts and information provided within that chapter. Quizzes are 'forced 100', meaning the student is forced to correctly answer each question sequentially before being allowed to move on to the next question. Quizzes are not part of the student's overall grade.

Tests are taken at the conclusion of each course module and cover all of the information taught within that module. Tests are not cumulative (they only assess knowledge presented within the current module), and students have three attempts to achieve a passing score of 90% or higher. While a student is allowed to ask his/her Faculty Advisor for help with questions from tests, such assistance should not include obvious references to the right answer, but rather should be intended to guide the student

towards the area of the course and concepts which will result in a clearer understanding of the curriculum. Students may not progress to the next module until they pass the previous module's test.

Exams are taken after completion of the 1st one-third of the course, after completion of the 2nd one-third of the course, and at the end of the course. Exams are cumulative and cover content within that portion of the course as well as from elements of the course delivered in previous sections. Students have three attempts to achieve a passing score of 90% and cannot move on to the next portion of the course until the exam has been successfully completed. Students may ask for general assistance with concepts they find challenging during exams, but should not simply be given the answers.

Assessments

Students are required to demonstrate their competency in various skills to their Faculty Advisor at various points throughout the course. Faculty Advisors grade each student on each assessment using a pass/fail system defined by a rubric and grading key provided by VSA.

Specific details regarding the requirements for each assessment can be found within each assessment's PDF document found within the course.

Assessments included in the Dog Trainer Course include

- Dog Body Language
- Providing Enrichment
- Learning Theory & ABC's of Training
- Positive Training Methods: Capturing
- Positive Training Methods: Luring
- Positive Training Methods: Shaping
- Cueing
- Basic Behaviors: Attention
- Basic Behaviors: Sit
- Basic Behaviors: Touch
- Basic Behaviors: Down
- Basic Behaviors: Recall
- Basic Behaviors: Leave it
- Basic Behaviors: Wait
- Basic Behaviors: Leash Walking
- Basic Behaviors: Go to Mat
- Basic Behaviors: Stay
- Basic Behaviors: Drop
- Basic Behaviors: Stand
- Solving Common Behavior Problems: Jumping
- Solving Common Behavior Problems: Door Issues
- Solving Common Behavior Problems: Pulling
- Solving Common Behavior Problems: House Training
- Private Lesson
- Group Class
- Dogs in Shelters

Office Hours

Each student is allocated up to 25 one-hour online meetings with his/her Faculty Advisor throughout the course – these meetings are called 'Office Hours.' Office Hours are scheduled at mutually convenient times directly between the student and the Faculty Advisor and are designed to provide an opportunity both for discussion about the curriculum content and for the Faculty Advisor to assess the student's dog training skills and knowledge.

It is not required that Office Hours be held every week throughout the course – in fact, it is usually advisable to 'save up' Office Hours allotments early in the course so that they may be used more efficiently later in the course (specifically for Basic Behaviors assessments). It is the student's

responsibility to be proactive in scheduling Office Hours with the Faculty Advisor, and it is the Faculty Advisor's responsibility to find up to one hour per week to meet via videoconference with the student as needed.

In the event a student uses his/her entire allotment of 25 provided Office Hours, additional Office Hour add-on packs can be bought from VSA by the student. The student must purchase such add-on packs directly from VSA, after which VSA will pay the Faculty Advisor $125 per 5-hour add-on pack.

Both the completion of Office Hours and FA assessments must be marked as complete on the SLC by the Faculty Advisor before the student may continue his/her studies in the course.

See the *Module Descriptions* document for more information about the course content and structure.

In-Person Track Students

All Dog Trainer Course students complete the online components of the program, including working with their Faculty Advisor. Some students will also be enrolled in VSA's In-Person Track, meaning they will participate in enhanced learning opportunities including live Cyber Classes (webinars), in-person intensives with VSA faculty, additional end-of-course testing, and mentor shadowing. In addition to their Faculty Advisor, In-Person Track students will also be assigned a local professional dog training mentor in their area whom they will shadow to a total of 12 private lessons and 12 group classes. Mentors have a vastly reduced scope of influence and interaction with students than Faculty Advisors. Working with a Dog Trainer Course student will be the same experience for Faculty Advisors whether they are online-only or also enrolled in the In-Person Track.

The Faculty Advisor's Role

As a VSA Faculty Advisor your role is provide consistent leadership, support, and guidance, encouraging your student to deepen their knowledge and empowering them to succeed.

While the student is ultimately accountable for completing all course requirements, your support and direction is critical to their success. You are a role model of a professional dog trainer and as such your student will observe and learn from regarding:

- Courtesy – How well you interact with and provide positive feedback to the student.
- Experience – The industry knowledge you possess, both in relating to clients and in training dogs to live happy lives together.
- Accountability – How well you will hold the student accountable for learning as well as how you report progress, challenges, and best practices to VSA.

As a Faculty Advisor you should be:

- Willing to share expertise, past experiences and lessons you've learned.
- Available for the student according to the scheduling agreements made.
- Proactive in guiding the student through Office Hours especially during assessments.
- Prepared to listen and to provide opinions, advice, and encouragement.
- Candid, positive, and honest in the feedback you provide.

The Student's Role

The student will ultimately drive the relationship with their Faculty Advisor. He or she is accountable completing required activities and achieving the learning goals through the online lessons and assessments with their Faculty Advisor. As such, the student must be clear about what needs to be learned during the advising relationship. The student will use the *Student Assessment Checklist* to guide their progress. The checklist, along with the Student and Faculty Advisor Requirements detailed in this handbook, will help to define learning activities and discussions during field modules.

VSA expects students to be:

- **Accountable** to all scheduled commitments.
- **Willing** to patiently listen during lessons and Office Hours.
- **Open** to receiving and applying helpful feedback.
- **Committed** in their dedication of appropriate time and energy to the Student/Faculty Advisor relationship.
- **Enthusiastic** about improving while demonstrating a learning attitude.
- **Trustworthy** and respectful of confidences shared with them.
- **Prepared** for the tasks at hand, including presenting a professional, clean, and well-groomed image.

Additional expectations of students can be found in *the VSA Student Handbook*.

The Faculty Advisor-Student Relationship

The relationship between a Faculty Advisor and a student is one of collaboration. The Faculty Advisor helps a student gain the education and virtual experiences to become a successful, well-respected dog trainer.

Think of the Faculty Advisor-student relationship as a contract. Both members of the partnership have specific requirements to meet and successful completion of requirements is contingent on both partners' participation.

Student's Growth During Office Hours

An effective Faculty Advisor provides a blend of support, education, and empowerment to encourage growth and responsibility in students.

In the early stages of your Faculty Advisor/student relationship, your student will be working to develop their foundation, assimilating the knowledge and skills they've learned thus far. At this stage your student may look to you to take the lead on everything from scheduling to knowing when and how they can take part in Office Hours.

Over time, as your student builds a foundation of knowledge and experience, your positive leadership should begin to shift, empowering your student with the confidence to take more initiative in their role. For instance, in the first assessment, you may need to guide your student through the video and ask more questions rather than listening to your student lead the discussion. As your student progresses through the course, hopefully they will gain the confidence to ask questions and lead the discussion themselves. As you become more confident in the student's capabilities, you will let them demonstrate their skills and knowledge more and more.

Here are a few examples of how your guidance shifts to empowerment during the activities in the field modules:

- At the beginning of the course, you might be the one to initiate communication to plan a student's visits, and then within a short time you will likely find it appropriate to ask your student to take the initiative on coordinating meetings.
- Initially you may need to lead the Office Hours discussions, asking questions about the modules/assessments and getting to know your students. As you move through the course, hopefully you will notice that your student begins to lead the discussion and ask questions without prompting.
- During assessments you may need to guide your student through the process, remind them of the criteria, and provide careful feedback. Eventually, your student will become more comfortable with the assessment process and hold themselves accountable to criteria.

Communication is key to successfully shifting roles. Let your student know when you are confident in their abilities and communicate your new expectations for their more proactive role. And likewise, communicate to your student if you feel like they are trying to take on too much too soon. If the latter is the case, plan how you can work together to help them be better prepared.

Using the Coach Approach to Accelerate Growth

As you become more confident in the student's capability, you will want to switch from telling them (directing them) what you would do in specific situations to asking them for their input about what they would do. This switch greatly facilitates their learning to think independently.

Example of Telling: "What I would recommend is to ask the owner to give the dog a break."

Example of Asking: "I'm interested in knowing what you observed about the dog and owner interaction and what you might have done…" Allow the student time to process the question and respond.

One final note about growth, every student is different and may progress at different rates. Using the VSA criteria, coupled with your teaching skills and judgment, you can support and empower your students as they progress through the course.

Providing Positive Instruction and Feedback

We all know the power of positive reinforcement (R+). We see the impact of R+ in our learners; whether that is an eager and happy dog or a human learner's smile as they enjoy a feeling of accomplishment. We all benefit from positive teaching and training.

As a Faculty Advisor, you should apply the same positive teaching methods that you use with dogs and pet parents. When you give positive instructions and clear feedback, you empower your student with knowledge and confidence in their abilities.

Positive Instructions

You will be providing your student with instructions throughout both field modules.

Frame your instructions to ask for what you want the student 'to do' rather than what you don't want them to do. For example: "I want you to walk around with me as I work with the clients and their dogs in class" rather than "I don't want you standing away from the client and dogs in class."

Break it down. Just as you do when training animals, you should break down your instructions to students into small easy to achieve criteria.

A great way to find out if your student understands your instruction is to ask, "What questions do you have?" (which invites the student to ask) rather than "Do you have any questions?"

Giving Feedback: Choosing the Right Time, Place, and Message

Positive feedback promotes trust and builds a sense of security in learning and making mistakes. Just as we train this way with dogs, we teach this was at VSA.

When and where you give feedback is important. Feedback should be given in a timely manner – as soon as possible after a class or an activity.

Feedback should be provided in a private environment that allows you to exchange thoughts and welcome questions, and when you have time to provide the student with additional information or discuss further, if needed.

Give feedback using this format:

- o What can you recognize the student for doing well?
  Example: "The way you delivered the treat to the side was great. Specifically, you tossed the treat to the side in order to reset the dog for the next cue."
- o What are one or two things you want him/her to do differently going forward? Note: Keeping it to two or less things during a feedback session allows your student to internalize the changes needed.

Following the Golden Rules for Giving Effective Feedback:

- Use "and" – "And" supports both parts of your statement. Example: "I know you were nervous about leading that exercise in class AND you did so well!" or "Yes, that's a great idea, and you could also do…."
- Avoid "but's" – When you use "but" as a connector in sentences it negates anything positive that you've said. Example: "That was better, but…" negates what they did better.
- Use positive statements to reinforce good habits and/or improvement. Example: "Yes, you got it!"

- Be specific. "I like how you got down on the ground to the puppy's level to lessen his fear and show him you were a friend" is more informative than "You did a good job in working with that puppy."

Do's and Don'ts for a Successful Faculty Advisor Relationship

Do:
- Create an open, honest, and safe environment for interaction and learning.
- Be respectful of your student's needs for achieving their learning goals, put yourself in their shoes.
- Clearly define how you will work together and the best way to communicate with one another.
- Seek out learning opportunities for your student.
- Lead by example, your student will emulate your good habits.
- Be proactive in facilitating scheduling of virtual meetings.
- Be reliable and available at your scheduled days and times for meetings.
- Empower your student through positive feedback, framing instructions as a "to do" rather than a "don't do."
- Ask your student questions that will help to deepen his or her understanding of the topics and concepts learned.
- Engage your student with the "yes, and…" approach to demonstrate and build upon shared knowledge and points of view.
- Encourage your student to explore different options, to "think outside the box."
- Share your experiences and stories, including struggles and learning experiences.
- Refer your student to contact VSA for necessary support or questions.
- Be open to your student's ideas and attitude, sometimes the student can also be a teacher if we have the courage to step outside our comfort zone.
- Promote an environment of engagement and fun.

Don't:
- Create dependency, rather empower your student's growth through positive teaching.
- Impose personal opinions or points of view that are not relevant to the outlined goals of the Faculty Advisor/student relationship.
- Allow personal biases to influence the Faculty Advisor/student relationship.
- Assume success can only be obtained one way or your way. There are many paths to success.
- Jump to conclusions too quickly. Refrain from being judgmental or taking action too quickly.
- Provide your student with personal information that is not relevant for his or her development.
- Shield your student from minor mistakes that could be a learning and growing experience so long as a mistake would not impact the safety or well-being of any person or animal, including the student.
- Abuse the relationship by asking your student to do tasks outside of the responsibilities outlined by VSA for student development.

Faculty Advisor's Requirements

Lead and support student during all Faculty Advisor-led activities

Your role as a Faculty Advisor is important to your students' success. During the Office Hours (and especially during assessments), you provide the key components of guiding, assessing, and providing valuable feedback. Please acquaint yourself with the Faculty Advisor requirements to complete your commitment.

Faculty Advisor Check in Webinars and Student Communication

VSA is committed to your success and fulfilment as a Faculty Advisor. To ensure that you are ready for the engagement required as a Faculty Advisor, we require that you attend the following:

1. **Faculty Advisor Orientation Webinar**
    This one-hour orientation is for all VSA Faculty Advisors who are about to embark on advising a student and occurs before your student begins Field Study. The Faculty Advisor Coordinator will provide a brief overview of Faculty Advisor's role and requirements, discuss the use of the Faculty Advisor Handbook, and acquaint you with other materials you'll utilize during the Faculty Advisor/student engagement.

2. **Initial Contact with Student**
    VSA will provide you with an email notification containing your student's contact details within one week of their enrollment, and then you should take the lead on scheduling a call between you and the student. Your first step as a Faculty Advisor is to connect with them briefly by phone or videoconference to personally introduce yourself, discuss logistics, and begin to build a rapport.

    Checklist for initial scheduling call/online meeting:

    o Introduce yourself: Share how long you've been a professional trainer, and your motivation for advising VSA students.
    o Provide relevant information about yourself and your business.
    o Ask about your student's goals and share expectations for the Faculty Advisor portion of the course.
    o Share your typical schedule and availability to see if you can set up regularly scheduled, mutually beneficial days/times.
    o Discuss preliminary scheduling for student's Office Hours, possibly determining potential dates and times if appropriate.
    o Establish preferred mode for communicating with one another either through Skype, Skype for Business, Zoom or a similar interface.
    o Set your student up for success by discussing what you expect of them during scheduling and Office Hours.
    o Share any information that may help you and your student to gain the most benefit of your Faculty Advisor/student relationship.

3. **Quarterly Faculty Advisor Check-In Webinars**
   VSA schedules a one-hour Faculty Advisor Training & Check-In Webinar each month which Faculty Advisors are requested to attend. The calls are an opportunity to connect with other VSA Faculty Advisors to discuss what is working well in the field, share best practices for continued success, and to address any challenges that may occur.

   These webinars usually take place on a specific day of the week each month at regularly scheduled times – a schedule with exact dates and times will be distributed via email periodically.

Reporting Student Progress to VSA

At the end of each office hour, Faculty Advisors are required to log in to ***VSA's Student Learning Center*** (SLC) and, using the VSA-provided criteria, assess and report the progress of each student.

The primary goals for these reports are:

1. To allow the student continue to his/her next learning module (many assessments are required prior to advancing in the course)
2. To determine whether a student is on track with their course work and learning goals and to identify any problems that either have occurred or are emerging so that we can address them proactively and successfully.
3. To track the number of Office Hours used.

Note: VSA's goal is that students remain engaged and on track throughout their program of study, so in addition to these reports we will always be available to discuss and address concerns that you experience with students during the course.

SLC Login and Reporting Instructions

The Student Learning Center (SLC) is the online base from which your Students can:

- access their self-paced Online Lessons
- access course resources
- view their course progress

As a VSA Faculty Advisor, you will use the SLC to:

- Report your students' Office Hours and assessments as completed
- Launch the webinar rooms for your monthly Faculty Advisor webinars
- View your students' overall course progress

Logging in to the SLC:

Using your web browser, navigate to https://online.vsdogtrainingacademy.com or go to the VSA website homepage and click the 'LOG IN' link in the top-right corner.

To log into the SLC you must have a username and password. If you are a new VSA Faculty Advisor, your username and password will be provided to you in your 'Getting Started' letter prior to the course start

date. If you already have an account set up in VSA's SLC system, you can use your existing username and password to log in to report on your new student's activities.

If you have difficulty logging in with your username, please contact VSA Administration.

Reporting Your Student's Progress

Your primary interaction with the SLC will be to report on the completion or status of your student's Office Hours allotment and skills assessments. As you continue to report activities as completed, you'll see those marked as completed in the SLC for your student.

Note that you will have access to report only on students to whom you are assigned as a Faculty Advisor. If you have multiple students at one time, you will have access to all of those students within the SLC.

How to report completed activities:

1. Log in to the SLC.
2. On the homepage with different colored tiles, locate the 'FA Report Activity' tile and then select the student for whom you would like to report an activity completion and click the 'Report Activity' button on that tile.
3. Click the box next to the activity or activities that have been completed. The date will automatically be entered, so change the completion date if it happened earlier.
4. Scroll to the bottom of the window and click the 'Save' button.
5. The window will automatically close and your reporting is complete.

To check on the completion status of your student's field activities follow the steps above and note which activities are marked as 'Finished'.

If you need to edit or amend a completion status for a previously-reported activity, please contact VSA at advisors@vsdta.com and we will manually update your student's record.

VSA relies on the list of reported activities in the SLC for each student to ensure that they are progressing through the course in a timely manner, and in many cases your student will not be able to progress to the next module until you mark his/her assessments as completed.

Quarterly Faculty Advisor Meetings

VSA hosts required quarterly Faculty Advisor Webinars via Zoom where questions/suggestions/requests/feedback can be shared in a group setting. All Faculty Advisor Meetings are recorded and can be viewed at any time. Contact VSA to obtain a link to view previous meetings.

Student Attendance/Communication Policies

Students are expected and encourage to be active participants in all aspects of the course during their enrollment, including their interactions with their Faculty Advisor. When a student experiences a minor setback in terms of attendance at Office Hours or other procedural/scheduled events, we encourage the Faculty Advisor to gently acknowledge the issue and encourage the student privately with suggestions for how to avoid such instances going forward.

If a student is repeatedly late or a no-show for Office Hours, is consistently difficult to contact via email or phone, or otherwise displays more concerning behaviors, the Faculty Advisor is encouraged to utilize the following VSA policies to rectify the situation and allow VSA to help solve any problems.

Office Hours Rescheduling/No-Show Policy

Students must provide Faculty Advisor with at least 48 hours' notice if rescheduling of an Office Hour is needed. One courtesy grace exception is allowed per student, after which every instance where a student misses a previously-scheduled Office Hour session counts as an Office Hour completed, and the Faculty Advisor should report the missed session as a completed Office Hour. Faculty Advisors are not to institute their own private 'missed appointment' penalty fees to students, considering that they will be paid additional fees by VSA if and when the student is required to purchase Office Hour Add-On Packs in the future as a result of previously-missed Office Hours.

Inactive/Non-Responsive Student Policy

If a student fails to stay in contact with the Faculty Advisor for 60 days (assuming standard efforts have been made by the Faculty Advisor to reach the student), *Faculty Advisor should contact VSA to notify the office that the student is non-responsive*. Please include the date of last contact (including email correspondence, Office Hour attendance, etc) with the student in the notification to VSA. VSA will attempt to contact the student for one additional month.

If the student remains non-responsive for a total of 90 days, VSA will notify the student (and you) that their course status is being changed to Inactive and that their 'seat' with you will be released so that you can accept an additional student in their place. Note that if the student later reactivates their enrollment, you will have the voluntary right of first refusal to serve as that student's Faculty Advisor if you choose, in which case you will be paid an additional $125 as part of the reactivation process.

If your student does not respond to repeated attempts to communicate with you for more than 60 days, please notify VSA via email and include the date you're reporting the lapse, the last date of contact, and the total number of days without contact. Also please include a brief description of the attempts you've made and/or any other relevant information that might help provide context for the situation.

Course Duration and Extensions

DTC students are encouraged to complete the course within 6 months, but have up to 12 months to finish. Students approaching their Course Completion Target Date (12 months from their Course Start Date) are notified of their eligibility to purchase up to four 3-month course extensions. FA's are paid $125 for every 3-month extension purchased by a student.

Students that do not complete the course prior to the Course Completion Target Date and are not granted course extensions will be unenrolled from the course and their FA 'seat' will be reassigned to a new student. Students whose course duration (including any extensions) exceeds 2 years will be reviewed on a case-by-case basis to determine eligibility for continued extensions.

Faculty Advisor Compensation

You will be paid $500 per student. You will receive 50% of your FA fee upon your student's assignment to you as a Faculty Advisor. Once you submit your student's final progress report at the end of the course, VSA will be alerted to process your compensation, and you will be paid the remaining 50% of the FA fee within 30 days of submitting the report. In the rare event your student graduates from the course having completed less than 50% of their available Office Hours, your FA fee will be prorated accordingly and the remainder payment will not be sent. Payment for any student that does not finish the Courses for reasons unrelated to Faculty Advisor's services shall be prorated.

Any purchase of Office Hour Add-On Packs by your assigned students will result in an additional $125 payment to you per purchase. If your assigned student is granted a paid course extension, you will be paid $125 per 3-month extension. If your student un-enrolls and is later reactivated, you will receive an additional $250 if you choose to resume as his/her FA.

FA payments will be made via PayPal in USD. Please ensure that VSA has been provided with your PayPal email address at all times.

VSA Student Referral Program

As VSA Faculty Advisors who have worked with students completing the VSA experience, we encourage you to share your thoughts and experiences regarding the Dog Trainer Course with others who you feel may be good candidates for the program. As a reminder, while the Dog Trainer Course is designed with professional dog training in mind, we've found it's also been hugely valuable to those working in other fields within the pet care industry. So if you know any dog walkers, sitters, groomers, vet techs, shelter workers or individuals in other similar fields who you feel may benefit from a VSA education, this is your chance to earn some extra income while promoting positive training.

For every VSA Dog Trainer Course student that is directly referred by you, VSA will pay you $150.

To be eligible for the referral fee, the following criteria must be met:

1. The referred applicant must complete a standard VSA Dog Trainer Course enrollment (including tuition payment) via the VSA website.
2. The referred student must email helpdesk@vsdta.com to notify VSA that he/she was referred to the program by you, giving your full name and status as a VSA Faculty Advisor.
3. The referred student must be accepted for enrollment, digitally sign the VSA Dog Trainer Course enrollment agreement, and pay the appropriate tuition.
4. The referred student must begin study as a VSA student.

Note that the referred student must initiate information regarding the referral – there is not an area in the enrollment process where they will be asked if they were referred by anyone. In the event multiple individuals are listed as referrers, the $150 referral fee will be split between all eligible individuals, provided all names were provided to VSA as referrers during the initial VSA pre-interview. This referral program is only available for VSPDT members, VSA students and graduates, VSA Mentors and VSA Faculty Advisors – it is not open to the public.

Positively Online Store Faculty Advisor Discount

As a VSA Faculty Advisor, you are eligible to receive 15% off all orders at the Positively Online Store. To activate the discount, enter promo code VSAONLY during checkout. You can access the store here.