

Virginia Commonwealth University



Department of Counselor Education
M.Ed. in Counselor Education Handbook
Procedural Information and Guidelines

INTRODUCTION

Welcome to the Master of Education Program in Counselor Education at Virginia Commonwealth University. This handbook is important for understanding expectations in the M.Ed. program. It includes explanations of program policies and procedures, and introduces services and useful information to assist in progress through the program.

The handbook does not repeat all information provided by the Office of Graduate Studies or the VCU School of Education. Graduate students are expected to review and refer to relevant publications. The M.Ed. in Counselor Education Student Handbook is available on the website.

Although the handbook provides helpful information, you are encouraged to make personal contact with your assigned advisor to plan your program and answer any questions. All Counselor Education Department program faculty are also willing to answer questions and look forward to interacting with you as a future counseling colleague.

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COUNSELOR EDUCATION MASTER OF EDUCATION PROGRAM DESCRIPTION

Virginia Commonwealth University offers a 60 credit hour Master of Education Degree in Counselor Education with program tracks in School Counseling, College Counseling and Student Affairs, and in Couples and Family Counseling. The program emphasizes the training of professional school counselors, college counselors and college student affairs professionals who may work in a wide variety of educational settings (e.g., pk-12 schools, community colleges, four-year colleges and universities) as well as marriage, couple, and family counselors who may work in a variety of community or private settings. Graduates also may work in related human-service agencies and settings in a variety of roles.

ACCREDITATION

The VCU counselor education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and provides programs approved by the Virginia Department of Education, including the school counseling track of the counselor education program. VCU is accredited by the Southern Association of Colleges and Schools (SACS).

As a CACREP-accredited program, all students will develop knowledge and skills in each of the eight 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

VCU COUNSELOR EDUCATION FACULTY

Abigail H. Conley, Ph.D. Associate Professor, Master's Degree Program Coordinator
Research interests: Interpersonal violence survivorship and healing, spiritual diversity and spiritual development, and wellness counseling

Donna Dockery, Ph.D. Associate Professor, Director of Clinical Practice
Research interests: Supporting historically underserved students, psychosocial needs of gifted adolescents, multicultural counseling and social justice, effective counselor education

Donna M. Gibson, Ph.D. Professor, Interim Associate Dean
Research interests: Professional identity development of counselors-in-training, doctoral students, practicing counselors, and counselor educators as well as leadership development in counselors and counseling leaders

Kaprea Johnson, Ph.D. Associate Professor, Interim Chair of the Department of Counseling and Special Education

Research interests: School counseling, diversity, and inter-professional education

Philip B. Gnilka, Ph.D. Associate Professor, Counselor Education and Supervision Doctoral Program Coordinator

Research interests: Stress, coping, perfectionism, and individual differences.

Mary Hermann, Ph.D. Associate Professor

Research interests: Women's development and work/life balance, legal and ethical issues in counseling

Naomi Wheeler, Ph.D. Assistant Professor

Research interests: relational health equity to include childhood adversity and trauma, couple and relationship distress

MISSION STATEMENT

The Department of Counselor Education at Virginia Commonwealth University is committed to excellence in the preparation and continuing development of professionals in counseling and counselor education. The Department provides graduate students with research-based professional and clinical experiences necessary for effective counseling, supervision, teaching, advocacy, and leadership in diverse settings.

M.ED. PROGRAM DESCRIPTION

The Department prepares counselors with specialized knowledge and skills for placement in prek-12 schools, higher education settings, community agencies and independent practice. We graduate students with a strong professional counselor identity who utilize counseling theory, possess multicultural and social justice counseling competencies, engage in on-going scholarly inquiry, are committed to evaluating counseling interventions, and advocate for the clients and communities.

Program Objectives

The following program objectives were developed by program faculty and are revised with the input of program alumni, adjunct faculty, and current students.

Objective One: Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural, and career counseling that is grounded in research and reflective of current national and state standards.

Objective Two: Students will demonstrate competency in counseling, assessment, and consultation skills in pk-12 School, Higher Education, community agency or independent practice settings.

Objective Three: Students will demonstrate the knowledge and skills to be critical consumers of research in their roles as counselors.

Objective Four: Students will develop and demonstrate advocacy and leadership skills through their professional development and extracurricular learning activities.

Objective Five: Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.

ADMISSION REQUIREMENTS AND PROCEDURES

The following criteria summarize the minimum acceptable standards for admission into the M. Ed. program in Counselor Education. Additional details may be found in the [general admission requirements of the VCU Graduate School](#). Admission to all graduate programs is competitive.

Applications should be submitted to the Graduate School by December 1 (preferred)/January 15 (final) for Summer or Fall admission.

1. **Bachelor's degree** from an accredited college or university or its equivalent.
2. **Official transcripts** of all previous college work.
3. **Undergraduate GPA of 3.0** or cumulative GPA of 3.0 on the most recent 60 credits of coursework.
4. **Satisfactory scores on GRE or MAT.** Applicants are expected to score 386 or higher on the MAT, or 290 or higher (Verbal + Quantitative) on the GRE for admission. Scores may be no more than 5 years old. Prospective students who have earned a master's degree in the last 5 years may include a letter in their application requesting that the MAT/GRE requirement be waived based on previous success in graduate school. The VCU Code for admission testing is 5570. Department codes are not necessary.
5. **Three letters of recommendation** from instructors or professional references addressing the student's potential for graduate study in education.
6. **Personal Statement.** Your personal statement should include a description of the experiences that led you to pursue this degree as well as your career goals. The statement should also include your perceived aptitude for forming effective and culturally relevant interpersonal relationships with clients. Culture is defined broadly and includes ability/disability status, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, and socioeconomic status. Please comment on your experience with diverse populations in your personal statement. Also comment on how you exhibit the Professional Performance Standards upon which you will be evaluated in the program which are listed on page 15.
7. **Personal interview** is required. Once all applications are reviewed by the Counselor Education Program faculty, selected applicants may be invited to interview during the Spring semester.

A link to the online application, other supplemental forms and instructions for applying to all graduate programs are available on the Graduate Admissions website at graduate.admissions.vcu.edu/apply. A nonrefundable application fee must accompany each application. This fee will not be credited toward tuition payment. Applicants are strongly

encouraged to pay by credit card when submitting the online application. To obtain general information about applying for graduate study, or to check on the status of an application, contact the Student Services Center (804-827-2670).

The VCU Graduate School Bulletin provides additional standards for all graduate students. You can view the Bulletin in its entirety on the VCU web site at www.pubapps.vcu.edu/bulletins/graduate.

Nondegree-seeking students

An individual who wishes to take graduate courses without formal admission to a degree program is classified as a nondegree-seeking student. In courses where enrollment is limited, first priority is given to students admitted to the program, followed by other VCU graduate degree-seeking students. Nondegree-seeking students are not exempt from any prerequisite that may be specified for a course. A nondegree-seeking student who is later admitted as a degree-seeking student will not be allowed to apply toward a degree more than six credits earned as a nondegree-seeking student. In order to enroll in graduate courses as a nondegree-seeking student, students must have graduated (or be in final term expecting to graduate) from a regionally accredited college or university or its equivalent. Information and forms certifying eligibility to take graduate courses are available at VCU Records and Registration service centers, or at the Graduate School, which is located in Moseley House on the Monroe Park Campus.

****Please note that many of the courses offered by the counselor education program are open only to students currently enrolled in the program.****

International students

The university encourages qualified international students, both nonimmigrant and immigrant, to seek admission to VCU. Complete information and application materials for international students may be obtained on written request from Virginia Commonwealth University, International Admissions, P.O. Box 843043, Richmond, VA, United States 23284-3043; by phone at (804) 828-6016; by e-mail: vcuia@vcu.edu; or online at www.vcu.edu/oie/ia.

STUDENT RECRUITMENT POLICY

The VCU Department of Counselor Education encourages the recruitment, acceptance, and enrollment of underserved populations. Efforts are made to ensure that the counseling program is diverse in terms of age, gender, ethnicity, race, sexual orientation, socioeconomic status, and disability. Members of underserved populations are encouraged to seek admission to the department.

COUNSELOR EDUCATION M.ED. PROGRAM ORIENTATION AND ADVISING

A mandatory orientation session for all new counselor education students is provided in the Fall of each year. Orientation to the program and to the counseling profession is also provided in the Introduction to Counseling course (CLED 600), a requirement for all students. In addition to the orientation, all students will be assigned a faculty advisor once admitted. Students are responsible for contacting their advisor at least once each semester while enrolled at which time advisors will provide students with information about academic (i.e., student learning outcomes,

key assessments) and non-academic (i.e., student performance review and faculty feedback) indicators of their progress. Advisors may also contact students if additional meetings are required. **Students are responsible for keeping copies of all syllabi that may be needed for future licensure/certification applications and when pursuing additional graduate studies.**

M.ED. PROGRAMS OF STUDY

The M.Ed. in Counselor Education is a 48-hour program that requires at least two years to complete. The Counselor Education Department offers two tracks, the School Counseling Track and the College Counseling and Student Affairs Track. Successful completion of one of these program tracks will lead to licensure eligibility or certification in counseling. More information on these processes can be found on p. 24 of this handbook.

A. School Counseling Track

The Prek-12 School Counseling Track prepares students for positions as professional school counselors. Students who successfully complete the program are eligible for licensure or provisional licensure as school counselors in preK-12 settings. In addition to meeting the academic requirements delineated below, students in the School Counseling Track must meet the Technology Standards approved by the Virginia Board of Education, meet the Mental Health First Aid training approved by the Virginia Board of Education, supply proof of Child Abuse and Neglect Recognition Training and provide documentation of training in "Emergency First Aid, Cardiopulmonary Resuscitation, and Use of Automated Defibrillators."

Program Core (48 credit hours)

CLED 600 Professional Orientation & Ethical Practice in Counseling
 CLED 601 Theories of Counseling
 CLED 602 Techniques of Counseling: Service Learning
 CLED 603 Group Procedures in Counseling
 CLED 604 Practicum: School Counseling
 CLED 605 Career Information and Exploration
 CLED 606 Assessment Techniques for Counselors
 CLED 607 Multicultural Counseling in Educational Settings
 CLED 612 Wellness Counseling
 CLED 613 Data-driven Comprehensive School Counseling
 CLED 622 School Counseling Services
 CLED 640 Marriage, Couple, and Family Counseling
 CLED 650 Addictions Counseling
 CLED 660 Diagnosis and Treatment
 CLED 672 Internship: pk-12 School Counseling (six credits)

Foundation of Education Courses (9 credit hours)

CLED/EDUS 615 Lifespan Development: A Gender Perspective
 EDUS 660 Research Methods in Education
 EDUS 673 Seminar on Educational Issues, Ethics, and Policy

Approved Electives (3 credit hours)

Total (60 credit hours)

Program Planning – Sequence of Courses School Counseling Track

- CLED 600 (required as prerequisite or corequisite for all other CLED courses)
- CLED 601 (required as prerequisite or corequisite for all other CLED courses; can be taken with CLED 600)
- CLED 602 (can be taken with CLED 600 and CLED 601; must be taken before CLED 604 Practicum)
- CLED 603 (can be taken with CLED 600 and CLED 601; must be taken prior to CLED 604 Practicum)
- CLED 613 OR CLED 622 must be taken before CLED 604 Practicum.
- CLED 604 (must be taken before CLED 672 Internship)

B. College Counseling and Student Affairs Track

The College Counseling and Student Affairs Track prepares students for counseling and student affairs positions in postsecondary institutions.

Program Core (45 credit hours)

CLED 600 Professional Orientation & Ethical Practice in Counseling

CLED 601 Theories of Counseling

CLED 602 Techniques of Counseling: Service Learning

CLED 603 Group Procedures in Counseling

CLED 605 Career Information and Exploration

CLED 606 Assessment Techniques for Counselors

CLED 607 Multicultural Counseling in Educational Settings

CLED 608 Practicum: College Student Development and Counseling

CLED 612 Wellness Counseling

CLED 620 Student Development Services in Higher Education

CLED 640 Marriage, Couple, and Family Counseling

CLED 650 Addictions Counseling

CLED 660 Diagnosis and Treatment

CLED 672 Internship: College Counseling & Student Affairs (six credits)

Foundation Courses (9 credit hours)

CLED/EDUS 615 Lifespan Development: A Gender Perspective

EDUS/CLED 631 American Colleges and Universities

EDUS 660 Research Methods in Education

Approved Electives (6 credit hours)

Total (60 credit hours)

Program Planning – Sequence of Courses College Counseling and Student Affairs Track

- CLED 600 (required as prerequisite or corequisite for all other CLED courses)

- CLED 601 (required as prerequisite or corequisite for all other CLED courses; can be taken with CLED 600)
- CLED 602 (can be taken with CLED 600 and CLED 601; must be taken before CLED 604 Practicum)
- CLED 603 (can be taken with CLED 600 and CLED 601; must be taken prior to CLED 604 Practicum)
- CLED 608 must be taken before CLED 672 Internship

C. Couples and Family Counseling Track

The Couples and Family Counseling Track prepares critically reflective counselors with specialized knowledge and skills required for placements in settings that serve couples and families.

Program Core (42 credit hours)

CLED 600 Professional Orientation & Ethical Practice in Counseling
 CLED 601 Theories of Counseling
 CLED 602 Techniques of Counseling: Service Learning
 CLED 603 Group Procedures in Counseling
 CLED 605 Career Information and Exploration
 CLED 606 Assessment Techniques for Counselors
 CLED 607 Multicultural Counseling in Educational Settings
 CLED 609 Practicum: Couples and Family Counseling
 CLED 612 Wellness Counseling
 CLED 640 Marriage, Couples, and Family Counseling
 CLED 650 Addictions
 CLED 660 Diagnosis and Treatment
 CLED 672 Internship: Couples and Family Counseling (six credits)

Foundation Courses (15 credit hours)

CLED/EDUS 615 Lifespan Development: A Gender Perspective
 EDUS 660 Research Methods in Education
 CLED 644 Sexuality Counseling
 CLED 645 Couples Counseling
 CLED 641 Advanced Family Counseling

Approved Electives (3 credit hours)

Total (60 credit hours)

Program Planning – Sequence of Courses Couples and Family Counseling Track

- CLED 600 (required as prerequisite or corequisite for all other CLED courses)
- CLED 601 (required as prerequisite or corequisite for all other CLED courses; can be taken with CLED 600)

- CLED 602 (can be taken with CLED 600 and CLED 601; must be taken before CLED 609 Practicum)
- CLED 603 (can be taken with CLED 600 and CLED 601; must be taken prior to CLED 609 Practicum)
- CLED 609 must be taken before CLED 672 Internship

COURSE DESCRIPTIONS

Counseling Courses

CLED 600. Professional Orientation and Ethical Practice in Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. An introductory course for all students in counselor education that provides an overview of the counseling profession and explores ethical and legal standards in the counseling field. The course focuses on ethical standards of professional organizations, federal and state legal mandates and the application of ethical and legal considerations in counseling practice.

CLED 601. Theories of Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. Selected theories upon which counseling is based, with particular attention placed on the research underlying the theories. Primary focus on providing students with a theoretical foundation upon which to base their personal counseling approaches.

CLED 602. Techniques of Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment requires admission to counselor education program or permission of instructor. Theory and practice of counseling with emphasis on skill development.

CLED 603. Group Procedures in Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Pre- or corequisites: CLED 600, CLED 601 and CLED 602. Analyzes the theories and practice of group work, the relationship of group activities to counseling, and specific skills in group techniques.

CLED 604. Practicum: School Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603; and CLED 613 or CLED 622. Seminar and supervised field experience in individual and group counseling and classroom group guidance.

CLED 605. Career Information and Exploration. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and 601. Designed to provide the potential counselor with an understanding of theoretical approaches to career development in grades K-adult. Emphasis will be given to the relationship between counselor

and student(s) in the career development process. A review of occupational, educational and personal/social information resources will be made.

CLED 606. Assessment Techniques for Counselors. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: **CLED 600** and **601**. Principles and techniques involved in selecting, scoring and interpreting standardized and nonstandardized assessment instruments used by counselors.

CLED 607. Multicultural Counseling in Educational Settings. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: instructor approval. A study of personal, social, political, affective and behavioral considerations of diversity. Multicultural competencies including awareness, knowledge and skills in counseling are emphasized. Efforts will be made to provide school counselors and postsecondary student affairs professionals with practical skills, strategies and techniques for use when working with students and families from a variety of cultural backgrounds.

CLED 608. Practicum: College Student Development and Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits.

Prerequisites: **CLED 603**, **CLED 605** and **CLED 660**; and **CLED 620** or **CLED 631**. Seminar and supervised field experience in student services in postsecondary educational settings.

CLED 612. Wellness Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. A survey course that introduces various theories and strategies that support wellness and development. Topics include counselor and client wellness, supervision, psychopathology, crisis intervention, suicide prevention and theories on addictions.

CLED 613. Data-driven Comprehensive School Counseling Programs. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Considers the history of the profession, current issues and future trends. Addresses professional organizations and ethical guidelines and will focus on the role of school counselors in becoming advocates for students and leaders in the school environment.

CLED 615. Lifespan Development: A Gender Perspective. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Overview of human development theories and the impact of cultural gender messages on the developmental process. Crosslisted as: **EDUS 615**.

CLED 620. Student Development Services in Higher Education. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Pre- or corequisites: **CLED 600** and **CLED 601** or by permission of instructor. An overview of the organization and management of student services in postsecondary institutions. Areas such as admissions, career services, academic advising, residential life, financial aid, student development services, student union programming and management, and student activities are reviewed.

CLED 622. School Counseling Services. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Focuses on the organization, administration and delivery of school counseling services in pre-K-12 schools.

CLED 631. American College and University. 3 Hours.

3 credits. Examines historical and contemporary foundations of American higher education through the study of leading developments and of contemporary issues relating to the curriculum, aims and objectives and current directions of American colleges, universities and other institutional settings of higher education. Crosslisted as: **EDUS 631**.

CLED 640. Marriage, Couples and Family Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: **CLED 600** and **CLED 601**. This course provides students with an overview of the processes and theories involved with counseling couples and families. The focus is on preparing students to think systemically and to learn about family concepts, development, dynamics, theories, assessments and techniques. Counseling experience and feedback from the instructor and classmates will be provided. Students will use critical reflection throughout the semester while meeting the requirements of this course.

CLED 641. Advanced Family Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 640. This course is designed to present the application of family counseling theory through systemic concepts, techniques, and interventions utilized during family counseling sessions. The major emphasis is on basic relational processes (e.g., healthy family functioning, communication, and conflict). In addition, the course addresses systemic perspectives for treatment planning and intervention for contemporary issues such as violence, addictions, and abuse. Mock counseling experience and feedback from the instructor and classmates will be provided. Students must have a background in theories of marriage, couples, and family counseling and therefore should have taken CLED 640 or at the Consent of the Instructor. Students will use critical reflection throughout the semester while meeting the requirements of this course.

CLED 644. Sexuality Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 640. This course is designed to present a foundational understanding for human relationships and sexuality including sexual issues. Finally, students will use critical self-reflection throughout the semester to examine their awareness, experience, and values related to sexuality and the potential influence to counseling efforts. Students must have a background in theories of marriage, couples, and family counseling and therefore should have taken CLED 640 or at the Consent of the Instructor.

CLED 645. Couples Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: CLED 640. This course is designed to present the application of couple and marital counseling theory through systemic concepts, techniques, and interventions utilized during couples counseling sessions. The major emphasis is on basic relational processes (e.g., healthy couple functioning, communication, intimacy and conflict). In addition, the course addresses systemic perspectives

for treatment planning and intervention for contemporary issues such as violence, addictions, and abuse. Mock counseling experience and feedback from the instructor and classmates will be provided. Students must have a background in theories of marriage, couples, and family counseling and therefore should have taken CLED 640 or at the Consent of the Instructor. Students will use critical reflection throughout the semester while meeting the requirements of this course.

CLED 650. Addiction Counseling. 3 Hours.

Semester course; 3 lecture hours. 3 credits. This course is an entry-level graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction, assessment strategies (including the use of wraparound assessment and intervention services), wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers and student assignments.

CLED 660. Mental Disorders, Diagnosis and Treatment Planning. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: **CLED 603**. The course examines the history, paradigms, theory and practice of mental health diagnosis, with primary emphasis on the identification of issues related to thinking (cognition), feeling (affect) and acting (behavior) upon which diagnoses are based. The purpose of this course is for students to become familiar with the study of mental disorders and learn the system of classification of mental disorders, the DSM-5.

CLED 672. Internship. 1-6 Hours.

Semester course; variable hours. 1-6 credits. Must be repeated for a total of at least six credit hours. Enrollment requires completion of all other CLED courses required for program. Seminar and supervised field instruction experience for counselors in K-12 settings or professionals in postsecondary settings. Designed to extend professional competencies under supervision of an approved licensed professional school counselor (K-12 settings) or approved student services professional (postsecondary settings). A total of 600 clock hours is required.

EDUS 607/PSYC 607 Advanced Educational Psychology. 3 Hours

Semester course; 3 lecture hours. 3 credits. Application of the principles of psychology to the teaching-learning process. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the educator and the administrator.

SEDP 630. Trends in Special Education. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Includes an overview of legislation and case law pertaining to special education, characteristics of individuals with and without exceptionalities including growth and development from birth through adolescence, mainstreaming,

integration/inclusion, transition, and classroom adaptations for educating students with disabilities in least restrictive environments. Candidates will become familiar with the general characteristics of children with and without exceptionalities relative to age, varying levels of severity and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social or emotional functioning.

TEDU 588. Classroom Management. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Designed to assist teachers in becoming effective classroom managers. Emphasis on application of classroom management, motivational and instructional theories. Models of classroom management explored; personal management plans developed.

EDUS 641 Independent Study

Semester course; 1-6 credits. May be repeated for a maximum of 9 credits. Determination of the amount of credit and permission of the instructor and department chair must be procured prior to registration. Cannot be used in place of existing courses. An individual study of a specialized issue or problem in education.

EDUS 651 Topics in Education

Semester course; 1-3 credits. May be repeated for 9 credits. Check with department for specific prerequisites. A course for the examination of specialized issues, topics, readings or problems in education.

***Additional courses can be used as electives if approved by advisor.**

TENTATIVE SCHEDULE OF COURSES

<u>SUMMER</u>	<u>FALL</u>	<u>SPRING</u>
CLED 600	CLED 600	CLED 602
CLED 601	CLED 601	CLED 603
CLED 607	CLED 602	CLED 605
CLED 612	CLED 603	CLED 607
CLED 640	CLED 604	CLED 612
CLED 644	CLED 606	CLED 615
CLED 650	CLED 608	CLED 622
CLED 660	CLED 609	EDUS/CLED 631
EDUS 660	CLED 613	CLED 645
EDUS 673	CLED 615	CLED 672
	CLED 620	EDUS 660
	CLED 641	EDUS 673
	EDUS 660	
	EDUS 673	

Summer Cohort Schedules

Full-time Schedule - Summer Cohort

Year 1	Summer: 9 hours CLED 600-Intro CLED 601-Theories EDUS 660- Research ^{1,2} CLED 640-MCFC ³	Fall: 12 hours CLED 602-Techniques CLED 603-Group CLED 606-Assessment CLED 613 ¹ /620 ² /641 ³	Spring: 9-12 hours CLED 605-Career CLED 607-Multicultural CLED 622 ¹ /631 ² /645 ³ Elective ^{1,2}
Year 2	Summer: 9-12 hours CLED 650-Addictions CLED 660-Diagnosis CLED 640-MCFC ^{1,2} EDUS 660-Research ³ CLED 644-Sexuality ³	Fall: 9 hours CLED 615-GenderDev CLED604 ¹ /608 ² /609 ³ Prac EDUS 673-Seminar ¹ Elective ^{2,3}	Spring: 9 hours CLED 672-Internship (6 credits) CLED 612-Wellness

1 - School Counseling Track; 2 - College Counseling and Student Affairs Track;
3 - Couples and Family Counseling

Part-time Schedule - Summer Cohort

Year 1	Summer: 6 credits CLED 600-Intro CLED 601-Theories CLED 640-MCFC ³	Fall: 6 credits CLED 602-Techniques CLED 613 ¹ /620 ² /641 ³	Spring: 9 credits CLED 605-Career CLED 607-Multicultural CLED 622 ¹ /631 ² Elective ³
Year 2	Summer: 6 credits EDUS 660- Research CLED 640-MCFC ^{1,2} CLED 644 ³	Fall: 6 credits CLED 603-Group CLED 606-Assessment	Spring: 6-9 credits CLED 615-GenderDev CLED 612-Wellness Elective ^{1,2} CLED 645 - Couples ³
Year 3	Summer: 6 credits CLED 650-Addictions CLED 660-Diagnosis	Fall: 6 credits CLED604 ¹ /608 ² /609 ³ Prac EDUS 673-Seminar ¹ Elective ^{2,3}	Spring: 6 credits CLED 672-Internship (6 credits)

1 - School Counseling Track; 2 - College Counseling and Student Affairs Track;
3 - Couples and Family Counseling

Fall Cohort Schedules

Full-time Schedule - Fall Cohort

Year 1	Fall: 12 hours CLED 600-Intro CLED 601-Theories CLED 615-GenderDev CLED 613 ¹ /620 ² EDUS 660- Research ³	Spring: 12 hours CLED 602-Techniques CLED 603-Group CLED 605-Career ^{1,2} CLED 622 ¹ /631 ² /645 ³ CLED 607-Multicultur ³	Summer: 6-9 hours CLED 607-Multicultural ^{1,2} CLED 612-Wellness ^{1,2} Elective ^{1,2} CLED 660-Diagnosis ³ CLED 640-MCFC ³ CLED 644-Sexuality ³
Year 2	Fall: 9 hours CLED 604 ¹ /608 ² /609 ³ -Practicum CLED 606-Assessment EDUS 660- Research Methods ^{1,2} CLED 641-Adv Family ³	Spring: 9 hours CLED 672-Internship (6 credits) EDUS 673 ¹ Elective ² CLED 605-Career ³	Summer: 9 hours CLED 650-Addictions CLED 660-Diagnosis ^{1,2} CLED 640-MCFC ^{1,2} CLED 612-Wellness ³ Elective ³

1 - School Counseling Track; 2 - College Counseling and Student Affairs Track;
3 - Couples and Family Counseling

Part-time Schedule - Fall Cohort

Year 1	Fall: 6 credits CLED 600-Intro CLED 601-Theories	Spring: 6 credits CLED 602-Techniques CLED 605-Career	Summer: 3-6 credits CLED 607-Multicultural CLED 640-MCFC ³
Year 2	Fall: 9 credits CLED 603-Group CLED 606-Assessment CLED 613 ¹ /620 ² /641 ³	Spring: 6 credits CLED 622 ¹ /631 ² /645 ³ EDUS 673 ¹ Elective ^{2,3}	Summer: 6 credits CLED 612-Wellness ^{1,2} EDUS 660- Research ^{1,2} CLED 660-Diagnosis ³ CLED 644-Sexuality ³
Year 3	Fall: 6 credits CLED 615-GenderDev CLED604 ¹ /608 ² /609 ³ -Prac	Spring: 6 credits CLED 672-Internship (6 credits)	Summer: 6-9 credits CLED 650-Addictions CLED 660-Diagnosis ^{1,2} CLED 640-MCFC ^{1,2} EDUS 660- Research ³

1 - School Counseling Track; 2 - College Counseling and Student Affairs Track;
3 - Couples and Family Counseling

Course offerings depend upon staff availability and student enrollment. The Department cannot guarantee that every course will be offered as planned. Please visit <http://www.pubapps.vcu.edu/scheduleofclasses/> for current course offerings.

Students should begin one cohort schedule and stick to that schedule their entire time. Students who drop or get off sequence of a course schedule may delay their graduation.

Students must maintain copies of all course descriptions, syllabi, assignments, and clinical hours and logs as may be required for LPC licensure or credentials. VCU, the School of Education, and Counselor Education are not responsible for maintaining these records.

REVIEW AND REMEDIATION PROCESS OF STUDENTS

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 at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., American School Counselor Association, International Association of Marriage and Family Counselors, Association for Specialists in Group Work (ASGW)). The general and specific ACA standards for ethical practice are listed on the ACA web site at <http://www.counseling.org>. At the onset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

Impairment and Lack of Competence

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally) without **impairment**, to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. For the VCU counselor education program, impairment is indicated when “students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (Bemak, Epp, & Keys, 1999, p. 21). Further, students are 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 not only students' academic progress but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Virginia Commonwealth University Counselor Education Department possess those characteristics sufficiently. This type of monitoring will include: academic progress (via student learning outcomes and counseling skills), impairment (i.e., mental health and behavior) and professional performance. In addition to faculty, site supervisors, and professional staff (i.e., VCU and field experience sites), and fellow students making observations and reporting potential student impairment, students can also self-identify for issues regarding impairment.

The Professional Performance Standards:

Students' fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the VCU Counselor Education Department faculty. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

The Professional Performance Review Process:

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (**Appendix A**). Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern (**Appendix B**) that will list the deficient rating(s), provide the issuing faculty's explanation for the ratings and describe the specific remedial actions to be taken to correct each area of professional performance deficiency. If revisions to the remedial plan are made at this meeting, a revised Notification of Professional Performance Concern form will be issued to the student for review and signature within two working days after the meeting. Signatures of both the issuing 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 issuing faculty will retain copies of the signed Professional Performance citation, and a copy shall be forwarded to the student's academic advisor.

* 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 more than one faculty member.

2. If a student receives more than one Notification of Professional Performance Concern during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her academic advisor 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 academic advisor will consult the full VCU Counselor Education Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any subsequent revision made to the Notification of Professional Performance Concern.

3. Faculty will initiate the Professional Performance Review 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 student remediation.

Note: All faculty recommendations for denial of a student's continuance in the Counselor Education program will be forwarded to the Dean of the School of Education with the student retaining the right to appear before the Dean.

The criteria for the professional performance evaluation is included in Appendices A and B.

ADDITIONAL PROGRAM REQUIREMENTS

A. Practicum and Internship

All master's students must complete a practicum and internship. The practicum is a 100 hour clinical experience including at least 40 hours of direct service to clients. The internship is a 600 hour clinical experience including at least 240 hours of direct service to clients. Each course has additional requirements as well. Note: All students may have to complete a Background Check and/or other site requirements prior to being approved for practicum/internship.

The Practicum and Internship courses are time-intensive. Thus, the faculty recommends that students in Practicum and Internship not take more than 9 hours in those semesters (this includes hours towards Practicum and/or Internship).

During Practicum and Internship, students are expected to work with a diverse clientele. Diversity includes culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, or socioeconomic status.

Students in the school counseling track must gain experience at the elementary (K-6 grade) level and the secondary (7-12 grade) level. Thus, Practicum and Internship must be at two different levels (elementary and 7-12 grade). Additionally, sites are limited to schools in Richmond, Henrico, Hanover, and Chesterfield. The Practicum must be completed in a coeducational environment in which at least 30% of the student population meets one of the following criteria: Limited English proficiency; ethnic/racial minorities; mental, emotional, or physical disabilities;

or economically disadvantaged and participating in Title I, Head Start, or Free/reduced Lunch Program.

Students in the college counseling and student affairs track are expected to gain a diverse experience by participating in practicum and internship at a minimum of two different sites.

Students can complete the 600 hour Internship in one semester or in two semesters. If a student is enrolled in the 6 credit (600 hour) internship, all of the hours must be completed in one semester. If 600 hours are not completed, students will be required to take at least 3 credits of internship until the hours are completed.

Students cannot accrue direct hours for Practicum or Internship before the VCU semester begins. If the student has liability insurance and instructor permission, the student can accrue indirect hours before the VCU semester begins.

Practicum and Internship students should maintain copies of all clinical hourly logs and documentation which may be required for licensure. VCU, the School of Education, and Counselor Education are not responsible for maintaining records of clinical hours.

Application Deadlines:

Practicum (CLED 604 or 608 or 609)

Internship (CLED 672)

Fall semester: February 1

Spring semester: September 1

*All completed practicum and internship applications must be submitted to the Department's Clinical Coordinator. Practicum and Internship applications for School Counseling Track students require a Tuberculosis skin test verification from a health care provider. See the application for more details. Applications can be found on the Counselor Education Web site.

**The School of Education Student Services Department will place all school counseling Practicum and Internship students based on the information on their applications. Students in the College Counseling and Student Affairs and Couple and Family Counseling tracks are expected to identify sites at which they would like to interview and get approval from the Clinical Coordinator prior to contacting the sites. Students are responsible for securing the site, establishing the small group, and receiving consent forms from parent/guardians for individuals under 18 years of age.

Policy on Paid Practicum and Internship Experiences

The Counselor Education faculty strongly recommends that students complete all degree requirements prior to accepting paid employment in a counselor position. It is only permissible to count hours accrued in a paid position as practicum or internship hours if students meet *all* VCU School of Education, Counselor Education, Virginia Department of Education (if applicable), CACREP, and course requirements. For example, students in the school counseling track must complete 100 hours of their clinical experience at a different level (i.e., elementary and secondary [grades 7-12]). Each student's on-site supervisor must have master's degree in counseling or a related field and a minimum of two years of relevant professional experience.

Internship on-site supervisors must have three years of relevant professional experiences. And, students must maintain professional liability insurance.

B. Examinations

Comprehensive Examination for the VCU Counselor Education Program

A final, comprehensive examination is required of all degree candidates. In order to be eligible to take the comprehensive exam, students must have completed EDUS 660 and all counseling core courses excluding Practicum and Internship. Students are exempt from these requirements if they are graduating in the semester in which the exam is given. Students must be enrolled during the semester in which they take the exam.

The comprehensive exam will cover the following areas:

- **Human Growth and Development** - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations** - studies that provide an understanding of issues and trends in a multicultural and diverse society.
- **Helping Relationships** - studies that provide an understanding of counseling and consultation processes (Theories and Techniques).
- **Group Work** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- **Career and Lifestyle Development** - studies that provide an understanding of career development and related life factors.
- **Appraisal** - studies that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- **Professional Orientation and Ethics** - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing (based on the *ACA Code of Ethics*).

The comprehensive exam is given two times per year: on the first Saturday in October and on the third Saturday in March (Dates are subject to change if there is a conflict with University holidays.) Students must apply to take the exam at least one week prior to the exam date. Students will be notified about registering for the exam via email.

Students will need to bring their wifi enabled laptop with them and a valid photo id. Insure the following are ready with your laptop: a) You are able to access VCU's Blackboard site; b) have a working copy of the Respondus Lockdown Browser; c) insure your battery is fully charged. Additional instructions will be provided for students that register for the examination. If you need a laptop to take to the exam, you will have the option to let us know during the registration period.

Students who do not earn qualifying scores will be asked to retake the examination in approximately one month. If a pass on the retake does not occur, program faculty can

recommend additional options. Additional reexamination options may include a written examination, an oral examination, or a combination of written and oral examination, as determined by program faculty members.

Preparing for the Comprehensive Exam

In preparation for the Comprehensive Exam, students are encouraged to create and collect comprehensive study notes from all coursework in the counselor education program. This includes, specifically:

- Introduction to Counseling
- Child and Adolescent/Adult Development
- Theories of Counseling
- Techniques for Counseling
- Group Procedures in Counseling
- Career Information and Exploration
- Assessment Techniques in Counseling
- Research Methods in Education
- Multicultural Counseling
- Legal and Ethical Issues in Counseling

National Counselor Exam (NCE)

The National Counselor Exam (NCE) is an optional examination for students. Students are eligible to take the exam after they graduate from the program. Once a student passes the exam, they can immediately become a Nationally Certified Counselor (NCC). For more information about the NCC credential, please go to www.nbcc.org/Certification. The NCE is comprised of 200 multiple choice questions.

- This is an application for national certification, not just for an examination.
- The final outcome of this process is the NCC credential, which requires maintenance and updating throughout one's career.
- There are several requirements for the NCC credential, only one of which is passing the National Counselor Examination for Licensure and Certification (NCE).
- In many states, but not all, a passing NCE score that is obtained through the graduate student application option may be acceptable for state licensure. To determine what examination your state uses for licensure, visit www.nbcc.org/directory.
- Benefits of this credential include a referral system, affordable liability insurance, advocacy on behalf of the profession, protection of the integrity of the counseling profession, and salary supplementation in some states.

The following is an outline showing the eight CACREP domains on which the examination questions are based:

Fundamentals

- **Human Growth and Development** - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations** - studies that provide an understanding of issues and trends in a multicultural and diverse society.

- **Helping Relationships** - studies that provide an understanding of counseling and consultation processes.
- **Group Work** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- **Career and Lifestyle Development** - studies that provide an understanding of career development and related life factors.
- **Appraisal** - studies that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- **Professional Orientation and Ethics** - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

In addition, the NCE is based on the following five work behavior domains:

Fundamentals of Counseling

For example:

- Assess client's progress toward counseling goals
- Assess client's psychological functioning
- Conduct diagnostic interview
- Assess need for client referral
- Diagnose based on DSM-5 criteria

Assessment and Career Counseling

For example:

- Use test results for client decision making
- Select and administer assessment instruments for counseling
- Provide career counseling for persons with disabilities
- Administer and interpret achievement tests
- Assess client's educational preparation

Group Counseling

For example:

- Facilitate group process
- Assist group members in providing feedback to each other
- Conduct post-group follow-up procedures
- Identify behaviors that disrupt group process
- Assess progress toward group goals

Programmatic and Clinical Interventions

For example:

- Participate as member of multi-disciplinary team
- Provide crisis counseling to victims of disaster
- Assess programmatic needs
- Conduct community outreach

- Administer and manage counseling program

Professional Practice Issues

For example:

- Evaluate the performance of other counselors
- Provide diversity training
- Provide clinical supervision for professionals
- Engage in data analysis
- Conduct community needs assessment

For additional information on the NCE, visit

<http://www.nbcc.org/Certification/StudentInformation> .

C. Program of Study Form

Preliminary Program of Study

Students must meet with their advisor to develop a program of study (See **Appendix C and Appendix D**) during their first semester in the counseling program, or no later than the semester in which nine credits are earned. Students are encouraged to meet each semester with their advisor to assess their progress towards program completion and to plan for future semesters.

D. Counseling and Other Related Student Activities

1. Liability Insurance for Supervised Counseling Activities

All students must obtain professional liability insurance prior to enrolling in CLED 604/CLED 608 (Practicum). They must maintain this insurance until completion of CLED 672 (Internship). Insurance is available through membership in the American Counseling Association, American Mental Health Counseling Association, or American School Counselor Association. Membership is a prerequisite to obtaining the insurance. Students must produce evidence of insurance coverage to the instructor in each course in which service delivery activities are expected.

2. Non-Supervised Counseling Activities of Graduate Students

Students enrolled in Counselor Education programs should not engage in unsupervised counseling activities. This policy applies to any student enrolled in a counselor education degree program approved by the faculty.

E. Counselor Education Academic Program Standards and Endorsement Policy

In order to be awarded a master's degree in Counselor Education and recommended for credentialing and employment, a student must complete all required coursework, fulfill all department and university requirements, pass the comprehensive examination, and obtain favorable evaluations on the Clinical Evaluation Continuum for Counselor Education from program faculty and clinical supervisors.

According to the VCU Graduate school, graduate faculty advisers and program directors will review the academic progress of all graduate students in their programs at the end of each semester. The academic standing of any graduate students who receive multiple grades of C or grades of D or F will be reviewed for possible termination from their programs. Although the grade of U is not included in the calculation of the graduate GPA, graduate students who receive one or more grades of U will be considered for possible termination.

Students who have completed all minimum degree requirements but who are out of compliance with minimum graduation requirements (i.e., graduate grade-point average, 20 percent C or below, 50 percent 500-/600-level course work, etc.), may be allowed, with the permission of their graduate faculty advisers, program directors, academic deans/dean designees and the Graduate School to take additional course work to meet minimum University Graduate Council graduation requirements. Requests for such actions must be processed via the special action form according to the instructions articulated in the Exceptions policy in the Graduate Bulletin (<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/exceptions/>). Students will have a maximum of one calendar year to complete such additional requirements. At the end of that time, if students are still out of compliance, they must be terminated from the program for lack of academic progress.

In addition to Graduate School requirements, students in the Counselor Education Program must earn a grade of A or B in courses involving demonstration of counseling skills (i.e., Techniques, Practicum, and Internship).

Students are expected to abide by the VCU Honor Code, the *ACA Code of Ethics*, and demonstrate professional dispositions in a manner appropriate for the counseling field. Students must demonstrate skills necessary to work effectively with a diverse clientele.

F. Department of Counselor Education Policy on Electronic Devices in Counseling Classes

Technology assists counselors in numerous ways. Developing the technological competence necessary to be effective in the profession will be addressed throughout the program. However, classroom activities in counselor education classes involve interaction and communication. Computers and other technology can present a barrier to that communication. Accordingly, the use of cell phones (including texting) in classes is prohibited. Use of personal computers in classes may be allowed at the professor's discretion.

G. Student Counseling Support

For students who need support for interpersonal and mental health challenges, the VCU University Counseling Services is available in Room 238 of the University Student Commons, 907 Floyd Avenue. Students can make appointments by calling 804-828-6200.

H. Important Deadlines

Program of Study

Meet with your advisor to file Program of Study before you begin your program or no later than the first semester.

Practicum

Applications for Fall Practicum are due February 1.

Internship

Applications for Spring Internship are due September 1.

Comprehensive Exam

Register to take the comprehensive exam at least two weeks prior to the exam. The comprehensive exam is given three times per year, on the first Saturday in October and the third Saturday in March (Dates are subject to change if there is a conflict with University holidays.) Before applying for the exam, see eligibility requirements in the Handbook.

Graduation

Apply for Graduation in the semester in which you will graduate. The deadline for submitting the application can be found in the current bulletin. Students must be enrolled during the semester in which they graduate. Graduation information can be found at <http://graduate.vcu.edu/student/graduation.html>.

I. Counselor Education Listserv and Online Calendar

Faculty in the Counselor Education Department will send information to students using the Counselor Education Listserv. This information will be sent to students' VCU e-mail accounts. Additionally, important professional development and organization events will be posted on the Counselor Education program calendar through the program website at <http://www.soe.vcu.edu/departments/counselor-education/department-calendar/>

J. Licensure and Certification**School Counselor Licensure**

Information on school counselor licensure can be found at <http://www.doe.virginia.gov/>

Licensure Eligibility Confirmation

Eligibility for licensure as a Professional School Counselor in Virginia requires that candidates respond to the following questions:

1. Have you ever been convicted of a felony in the U.S. (or territories) or found guilty of a criminal offense in another country?
2. Have you ever been found guilty of a misdemeanor involving children or drugs (*not alcohol*)?
3. Have you ever had a teaching certification or license denied, revoked, canceled or suspended?
4. Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?

5. Have you ever left any education or school related employment, voluntarily or involuntarily, while the subject of an investigation, injury, or review of alleged misconduct or when you had reason to believe an investigation of alleged misconduct was under way or imminent?
6. To your knowledge, are you currently the subject of any investigation, inquiry, or review of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil services, or other education-related license or certificate?

If a candidate responds affirmatively to any of these questions, they should make an appointment immediately with their program advisor.

In addition to meeting all academic and performance requirements, students in the School Counseling Track must meet the Technology Standards approved by the Virginia Board of Education, supply proof of Child Abuse and Neglect Recognition Training and provide documentation of training in "Emergency First Aid, Cardiopulmonary Resuscitation, meet the Mental Health First Aid training approved by the Virginia Board of Education, and Use of Automated Defibrillators."

Licensed Professional Counselor

Information on Virginia licensure requirements can be found at <http://www.dhp.virginia.gov/counseling/>.

Licensed Marriage and Family Therapist

Information on Virginia licensure requirements can be found at https://www.dhp.virginia.gov/Forms/counseling/Mft/LMFT_Licensure_process_handbook.pdf

Advanced Certificate in Professional Counseling

Counselors who wish to establish private practices, work in community agencies, or work as substance abuse counselors can pursue an Advanced Certificate in Professional Counseling. Information about this program can be found on the VCU Department of Rehabilitation Counseling Web site at <http://www.sahp.vcu.edu/rehab/programs/certificate.html>

ADDITIONAL UNIVERSITY GUIDELINES

General Graduate Student Information

The *VCU Graduate School Bulletin* provides academic regulations for all graduate students. In this document, excerpts from the *Graduate School Bulletin* are italicized. You can view the *Bulletin* in its entirety on the VCU Web site at www.pubapps.vcu.edu/bulletins/graduate.

It is the responsibility of all graduate students to be familiar with the Graduate Bulletin of record (the bulletin in effect at the time of official admission), as well as the academic regulations in individual school and department publications and on program Web sites; however, in all cases, the official policies and procedures of the University Graduate Council, as published on this Graduate Bulletin Web site and on the Graduate School Website, take precedent over individual program policies and guidelines. Graduate students may contact the Graduate School at any time regarding questions relating to graduate study at VCU.

Immunization requirements

For information on immunization requirements, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/immunization-requirements/>

Students in the School Counseling Track will need to submit proof of tuberculosis screening with Practicum and Internship applications.

Student load

For information on student load, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/student-load/>

Attendance and enrollment policies

For information on attendance and enrollment policies, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/attendance-enrollment-policies/>

Change in registration

For information on change in registration, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/change-registration/>

VCU Student E-mail

Students are responsible for checking their VCU e-mail account on a regular basis. For information on VCU student e-mail, visit

<http://www.ts.vcu.edu/askit/policies-and-publications/information-technology-policies-standards-baselines--guidelines/student-e-mail-policy/>

Leave of absence and withdrawal policies

For information leave of absence and withdrawal policies, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/leave-absence-withdrawal-policies/>

Note: Students requiring a leave of absence should see their advisor.

Change of graduate degree program

For information on change of graduate degree program, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/change-graduate-degree-program/>

University rules and procedures

For information on university rules and procedures, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/university-rules-procedures/>

Time limit for completion of requirements and eligibility of courses

For information on time limit for completion and eligibility of courses, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/time-limit-completion-requirements-eligibility-courses/>

Grades

For information on grades, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/grades/>

At the end of each semester, graduate faculty advisers and program directors will review the academic progress of all graduate students in their programs. The academic standing of any graduate students who receive multiple grades of “C ” or grades of “D” or “F” will be reviewed for possible termination from their programs.

Appeal process for student dismissed from graduate program

For information on appeals process, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/appeal-process-students-dismissed-vcu-graduate-program/>

Graduation requirements

For information on graduation requirements, visit

<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/graduation-requirements/>

STUDENT ORGANIZATIONS

The Counselor Education Department offers three student organizations for graduate students. All students in the Counselor Education Program are encouraged join and actively participate in these organizations:

1. **Omega Lambda Iota Chapter of Chi Sigma Iota.** Chi Sigma Iota (CSI), the international honor society for counseling students, professional counselors, and counselor educators, is one of the largest counseling organizations in the world. Its mission is to recognize and promote excellence in the profession of counseling. This is an academic honorary society specifically in the area of graduate programs in Counselor Education. Chi Sigma Iota offers workshops and professional development activities for the counseling community and undertakes philanthropic projects and offers opportunities to serve the Richmond community. Student membership requirements: GPA: 3.5 or better; Completed at least 9 graduate credit hours in counseling program; Student must be in good standing with the Counselor

Education Department; Student must be working toward a Master's degree or Ph.D. in Counselor Education and Supervision. Dr. Naomi Wheeler is the Faculty Advisor.

2. **Counselor Education Student Networking Association (CESNA).** CESNA is the Department's student organization. The relationships students develop in graduate school provide a network of colleagues with whom students may share ideas and resources throughout their counseling careers. Thus, the goal of the organization is to develop collegiality and a spirit of professionalism among counselor education students. CESNA is led by a small group of students under the supervision of a faculty advisor. The officers and advisor plan activities for the students in the program to attend. Examples of these activities include, but are not limited to, fall/spring social events, the annual alumni dinner, graduation celebrations, and guest presentations. These opportunities provide students with additional knowledge about specific areas in the counseling field, as well as the opportunity to network with other students and respected guests. Students are automatically become members of CESNA when they enter the Counselor Education Program and no membership fees are required. Dr. Donna Dockery is the Faculty Advisor.
3. **Student Affairs Networking Association (SANA).** SANA is the Department's student organization that focuses on issues relevant to those who are interested in student affairs and higher education. Regular meetings are held throughout the academic year. Dr. Abigail Conley is the Faculty Advisor.

PROFESSIONAL COUNSELING ORGANIZATIONS

All students are urged to join the American Counseling Association (ACA) in order to be bound by the association's Ethical standards and in order to obtain group malpractice insurance. These applications are available on their website (see below). Counselors and student development professionals should belong to professional associations after they earn their degrees if they are to stay current in the field and keep abreast of new trends and issues. Active participation in professional associations is vital to professional success. At a minimum, each graduate student is expected to join appropriate associations. Membership dues are usually less for students and members receive professional newsletters, journals and announcements of professional activities.

- American Counseling Association, <http://www.counseling.org/>
- Association for Counselor Education and Supervision, <http://www.acesonline.net/>
- American School Counselor Association, <http://www.schoolcounselor.org/>
- Association for Specialists in Group Work, <http://www.asgw.org>
- National Career Development Association, <http://www.ncda.org/>
- American College Personnel Association, <http://www.myacpa.org/>
- American College Counseling Association, <http://www.collegecounseling.org/>
- National Association of Student Personnel Administrators, <http://www.naspa.org/>
- American Association of Student Personnel Administrators, <http://www.aaspa.org/>
- College Student Educators International, <http://www.myacpa.org/>
- Southern Association for College Student Affairs, <http://www.sacsa.org>
- Southern Association for Counselor Education and Supervision, <http://www.saces.org/>
- Virginia Counselors Association, <http://www.vcacounselors.org/>

- Virginia School Counselor Association, <http://www.vsca.org/>
- Virginia Association of Specialists in Group Work, <http://www.vasgw.org/>
- Virginia Career Development Association, <http://www.vcdaweb.org>

FINANCIAL AID, SCHOLARSHIPS, AND GRADUATE ASSISTANTSHIPS

Please contact the VCU Financial Aid office for information specifically regarding financial aid applications and procedures (<http://graduate.admissions.vcu.edu/apply/finaid/>).

In an effort to recognize academic achievement, service, and talent, scholarships are awarded each year to many deserving students. Families, clubs, corporations, foundations, alumni, and other organizations fund these scholarships and awards. Students in the Counselor Education Program have the opportunity to apply and possibly receive scholarships offered for those students in the School of Education, and more specifically for students striving to be school counselors. The School of Education has several different types of scholarships available with information available at <http://www.lsee.vcu.edu/undergraduate-program/scholarships/school-of-education-scholarships/>.

There are limited graduate assistantships available through the School of Education. Applicants should make their interest in these known in their application and to the program coordinator.

Appendix A

Criteria for Professional Performance Evaluation

1. Openness to new ideas (rated from Closed [1] to Open [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior. 		

2. Flexibility (rated from Inflexible [1] to Flexible [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands. as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them. 		

3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities. 		

4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])

- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| <ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of feedback of supervisory feedback received. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it. | <ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory feedback into own views and behaviors. - Showed some defensiveness to critique through "over-explanation of own actions--but without anger. - Demonstrated greater willingness to receive feedback than to give it. | <ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive supervisory feedback. | | |

5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])

- | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
| <ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them. - Ignored supervisory feedback about how words and actions were negatively impacting others. | <ul style="list-style-type: none"> - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. | <ul style="list-style-type: none"> - Effort toward recognition of how own words and actions impacted others through words and actions. - Initiates feedback from others regarding impact of own words and behaviors - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. | | |

6. Ability to deal with conflict (rated from Unable [1] to Able [5])

- | 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
| <ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. | <ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. | <ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts. | | |

7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])

- | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
| <ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. | <ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others roles in problems. - Might blame initially, but was open to self-examination about own role in problems | <ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination. | | |

8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])

- | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|
| <ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting - Was resistant to discussion of feelings in supervision. | <ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate. - Expressions of feeling usually appropriate to the setting--responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. | <ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision. | | |

9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well being of clients. - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well being at risk. - Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> - Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being; - Appropriately safeguarded the confidentiality of clients. 		

10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])

1	2	3	4	5
<ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work 		

Appendix B
Virginia Commonwealth University
Counselor Education Department

NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student): _____

From (issuing faculty): _____

- I. This is to notify you that your professional performance as defined in the Professional Performance Review Process section of the Student Handbook is rated below three in the following area(s):

	Criterion	Rating				
1.	Openness to new ideas	1	2	3	4	5
2.	Flexibility	1	2	3	4	5
3.	Cooperativeness with others	1	2	3	4	5
4.	Willingness to accept and use feedback	1	2	3	4	5
5.	Awareness of own impact on others	1	2	3	4	5
6.	Ability to deal with conflict	1	2	3	4	5
7.	Ability to accept personal responsibility	1	2	3	4	5
8.	Ability to express feelings effectively and appropriately	1	2	3	4	5
9.	Attention to ethical and legal considerations	1	2	3	4	5
10	Initiative and motivation	1	2	3	4	5
.						

- II. Description of observed concern(s) (describes specific concern(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: _____

Academic Advisor: _____

Appendix C
DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE PROGRAM OF STUDY AGREEMENT
School Counseling Track

Passed Comprehensive Exam: _____
Date

Name: _____ Student ID#: _____

Address: _____ Telephone: Home (____) _____
 _____ Cell (____) _____

E-Mail Address: _____ Admitted for: _____
 (Semester, Year)

	PROGRAM PLAN (60 CREDIT HOURS)	SEMESTER	CREDITS	GRADE
	Program Core (51 credits)			
CLED 600	Professional Orientation & Ethical Practice in Counseling*		3	
CLED 601	Theories of Counseling*		3	
CLED 602	Techniques for Counseling		3	
CLED 603	Group Procedures in Counseling		3	
CLED 604	Practicum: School Counseling		3	
CLED 605	Career Information and Exploration		3	
CLED 606	Assessment Techniques for Counselors		3	
CLED 607	Multicultural Counseling		3	
CLED 612	Wellness Counseling		3	
CLED 613	Data Driven Comprehensive School Counseling		3	
CLED 622	School Counseling Services		3	
CLED 672	Internship: pk-12 School Counseling (600 hours)		6	
	Elective		3	
	Foundations of Education Courses (9 credits)			
CLED/EDUS 615	Lifespan Development: A Gender Perspective		3	
EDUS 660	Research Methods in Education		3	
EDUS 673	Seminar on Educational Issues, Ethics, & Policy		3	
TOTAL			60	

Note: All CLED courses must be completed prior to enrolling in CLED 672: Internship. Any exception to this policy must be approved in writing on this planning sheet. *Required as prerequisites or co-requisite to all other CLED courses. Procedures: File this program plan with your advisor. See *Student Handbook* on Counselor Education Website: <http://www.soe.vcu.edu/departments/ce/index.html> Skills and dispositions will be formally assessed in CLED 602, CLED 604, and CLED 672. Deadlines for practicum application: Fall, February 1; Spring, September 1. Deadlines for internship applications: Fall, February 1; Spring, September 1. Register to take comprehensive examination 6 weeks prior to the exam: 1st Sat. in October and March; 2nd Sat. in July. Apply for graduation by deadline in current bulletin.

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Appendix D
DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE PROGRAM OF STUDY AGREEMENT
College Counseling and Student Affairs Track

Passed Comprehensive Exam: _____
Date

Name: _____ Student ID#: _____

Address: _____ Telephone: Home (____) _____

_____ Cell (____) _____

E-Mail Address: _____ Admitted for: _____
(Semester, Year)

PROGRAM PLAN (60 CREDIT HOURS)		SEMESTER	CREDITS	GRADE
Program Core (51 credits)				
CLED 600	Professional Orientation & Ethical Practice in Counseling*		3	
CLED 601	Theories of Counseling*		3	
CLED 602	Techniques for Counseling		3	
CLED 603	Group Procedures in Counseling		3	
CLED 604	Practicum: College Counseling & Student Affairs		3	
CLED 605	Career Information and Exploration		3	
CLED 606	Assessment Techniques for Counselors		3	
CLED 607	Multicultural Counseling		3	
CLED 612	Wellness Counseling		3	
CLED 620	Student Development Services in Higher Education		3	
CLED 672	Internship: College Counseling (600 hours)		6	
CLED 640	Marriage, Couple, and Family Counseling		3	
CLED 650	Addictions Counseling		3	
CLED 660	Diagnosis & Treatment		3	
	Elective - to be approved by advisor		6	
Foundations of Education Courses (9 credits)				
CLED/EDUS 615	Lifespan Development: A Gender Perspective		3	
EDUS 660	Research Methods in Education		3	
EDUS/CLED 631	American Colleges and Universities		3	
TOTAL			60	

Note: All CLED courses must be completed prior to enrolling in CLED 672: Internship. Any exception to this policy must be approved in writing on this planning sheet. *Required as prerequisites or co-requisite to all other CLED courses. Procedures: File this program plan with your advisor. See *Student Handbook* on Counselor Education Website: <http://www.soe.vcu.edu/departments/ce/index.html> Skills and dispositions will be formally assessed in CLED 602, CLED 604, and CLED 672. Deadlines for practicum application: Fall, February 1; Spring, September 1. Deadlines for internship applications: Fall, February 1; Spring, September 1. Register to take comprehensive examination 6 weeks prior to the exam: 1st Sat. in October and March; 2nd Sat. in July. Apply for graduation by deadline in current bulletin.

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Appendix E
DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE PROGRAM OF STUDY AGREEMENT

Passed Comprehensive Exam:

Date

Couple and Family Counseling Track

Name: _____ Student ID#: _____

Address: _____ Telephone: Home (____) _____

_____ Cell (____) _____

E-Mail Address: _____ Admitted for: _____

(Semester, Year)

PROGRAM PLAN (60 CREDIT HOURS)		SEMESTER	CREDITS	GRADE
Program Core (54 credits)				
CLED 600	Professional Orientation & Ethical Practice in Counseling*		3	
CLED 601	Theories of Counseling*		3	
CLED 602	Techniques for Counseling		3	
CLED 603	Group Procedures in Counseling		3	
CLED 605	Career Information and Exploration		3	
CLED 606	Assessment Techniques for Counselors		3	
CLED 607	Multicultural Counseling		3	
CLED 609	Practicum: Couples and Family Counseling		3	
CLED 612	Wellness Counseling		3	
CLED 640	Marriage, Couple, and Family Counseling		3	
CLED 641	Advanced Family Counseling		3	
CLED 644	Sexuality Counseling		3	
CLED 645	Couples Counseling		3	
CLED 650	Addictions Counseling		3	
CLED 660	Diagnosis & Treatment		3	
CLED 672	Internship: Couples and Family Counseling (600 hours)		6	
	Elective - to be approved by advisor		3	
Foundations of Education Courses (6 credits)				
CLED/EDUS 615	Lifespan Development: A Gender Perspective		3	
EDUS 660	Research Methods in Education		3	
TOTAL			60	

Note: All CLED courses must be completed prior to enrolling in CLED 672: Internship. Any exception to this policy must be approved in writing on this planning sheet. *Required as prerequisites or co-requisite to all other CLED courses. Procedures: File this program plan with your advisor. See *Student Handbook* on Counselor Education Website: <http://www.soe.vcu.edu/departments/ce/index.html> Skills and dispositions will be formally assessed in CLED 602, CLED 604, and CLED 672. Deadlines for practicum application: Fall, February 1; Spring, September 1. Deadlines for internship applications: Fall, February 1; Spring, September 1. Register to take comprehensive examination 6 weeks prior to the exam: 1st Sat. in October and March; 2nd Sat. in July. Apply for graduation by deadline in current bulletin.

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Appendix F

Student Acknowledgement of Receipt of Handbook

July 2019

Submit signed form to assigned advisor.

I, _____, have read and agree to follow the program
(print name)

guidelines and procedures as described in the Counselor Education Program M.Ed.

Handbook.

Student Signature

Date

CLED Program Advisor Signature

Date