

Virginia Commonwealth University



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

School of Education

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.

Welcome and Land Acknowledgement

We appreciate and welcome the unique perspective and positionality (e.g., immigration status, country or origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual affiliation, age, or dis/ability) that each of you will bring to and enrich our class experience with. We invite you to share from your experience and to listen with openness as we learn from one another and navigate the curriculum together.

The VCU campus is located on the traditional, ancestral homelands of Indigenous and tribal nations. We would like to acknowledge the traditional custodians of the land we will meet and learn on, the Powhatan Confederacy, and pay respect to their elders past, present, and emerging. We acknowledge the genocide and systems of oppression that have dispossessed Indigenous people of their lands and we honor and respect the diverse and beautiful peoples still connected to this land.

A land acknowledgement is a critical first step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands. For more information about honoring native land see these two resources: <https://native-land.ca/> and <https://usdac.us/nativeland>

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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 (CCSA), and in Couples and Family Counseling (CFC). 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.

PROFESSIONAL, NATIONAL, AND STATE ACCREDITATION STANDARDS

The VCU counselor education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), including the School Counseling and College Counseling and Student Affairs tracks (see more information about the CACREP approval process for the Couples and Family Counseling track in the programs of study section below). 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

Additionally, program course content, instruction, and relevant clinical experiences align with state and national standards advocated by the Council for the Accreditation of Educator Preparation (CAEP). For further information, please see Virginia Department of Education <https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/> or Council for the Accreditation of Educator Preparation (CAEP) at <http://caepnet.org/standards/introduction>

VCU COUNSELOR EDUCATION FACULTY

T'Airra Belcher, Ph.D. Assistant Professor

Research interests: Cultural Competency, Interprofessional Collaboration, Diversity, Equity, and Inclusion in Pedagogy, Inclusive Counseling Practices

Abigail H. Conley, Ph.D. Associate Professor

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

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

Daniel Gutierrez, Ph.D. Associate Professor

Research interests: Cross-cultural evidence-based mental health practices for working with marginalized populations in their communities, the process of thriving in response to significant adversity and chronic stress, and contemplative practices and spirituality as a catalyst for self and social transformation.

Kaitlin Hinchey, Ph.D. Assistant Professor

Research interests: Social Comparison, Comparison Orientation, and Student Self-Efficacy; Family Counseling, MFT Development and Family Therapy Conceptualization; Latinx Mental Health, Bilingual Counselor Preparation and Service Accessibility

Thomas Mitchell, Ph.D. Assistant Professor

Research interests: leadership development, school counselor leadership, and education legislation/policy that impacts marginalized students and families or mental health supports in schools.

Patrick Mullen, Ph.D. Department Chair

Research interests: School counseling, counselor education and supervision, professional well-being, and alternative education programs

Naomi Wheeler, Ph.D. Assistant Professor

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

MISSION STATEMENT

The Counselor Education program at Virginia Commonwealth University is committed to excellence in the preparation and continuing development of professionals in counseling and counselor education. The program 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 program 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.

1. Students will obtain theoretical knowledge grounded in research and reflective of current national and state standards in the areas of individual and group counseling, human development, multicultural counseling, wellness, and career counseling.
2. Students will develop the skills and knowledge to support and enhance students' and clients' resiliency from a multicultural framework.
3. Students will demonstrate the knowledge and skills to be critical consumers of research in their roles as counselors.
4. Students will develop and demonstrate advocacy, social justice, and leadership skills through their professional development and extracurricular learning activities.
5. 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.

Specific Objective for Each Concentration

School 6. Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in K-12 school settings.

CCSA 6. Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in higher education settings.

CFC 6. Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in community, couples, and family settings.

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 January 15 for Summer admission.**

1. **General admission requirements of the VCU Graduate School.**
2. **Bachelor's degree** from an accredited college or university.
3. **Three letters of recommendation** from instructors or professional references addressing the student's potential for graduate study in education.
4. **Statement of Intent.** 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 in this handbook.
5. **Official transcripts** of all previous college work.
6. **Personal interview** is required. Once all applications are reviewed by the Counselor Education Program faculty, selected applicants will be invited in late January/early February for a group interview with faculty. The specific date for the interview will be posted on the Counselor Education website in early fall.

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 <https://www.vcu.edu/admissions/apply/graduate/>. A nonrefundable application fee must accompany each application. This fee will not be credited toward tuition payment.

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.

NON-DEGREE SEEKING STUDENTS

VCU's Counselor Education Program allows non-degree seeking students the ability to enroll into select master-level courses only. Applicants must meet general admissions requirements of the Graduate School, and must have met all prerequisites for the courses in which they seek enrollment. In most cases, non-degree seeking students are not eligible for financial aid given it is not part of a degree program. Some of the reasons individuals may choose this option include:

1. to complete certification requirements to become a Licensed Professional Counselor (please consult the appropriate Licensure Board for specific requirements)
2. to enrich their professional development.
3. pending admission to VCU's M.Ed. Counselor Education Program (6 Hour maximum).

Credits earned in the non-degree category are not ordinarily requirements for degrees. If subsequently, a student classified as non-degree is accepted into a degree program, the student may by petition, if approved, carry forward not more than (6) semester hours of credit earned as a non-degree student.

Courses Eligible for Non-Degree Seeking Students

The Counselor Education Program restricts non-degree students to designated Master-level courses only. Please note that enrollment is based on capacity available in the course, and non-degree students must have the approval of the Course Instructor to enroll in a class. The following courses are eligible for non-degree seeking students.

Fall Semester

CLED 601. Theories of Counseling. 3 Hours.

CLED 605. Career Counseling. 3 Hours

CLED 650. Addiction Counseling. 3 Hours.

Spring Semester

CLED 612. Seminar in Counseling (Wellness). 3 Hours.

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

Summer Session

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

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

Course descriptions are located <http://bulletin.vcu.edu/azcourses/cled/>

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 online at www.vcu.edu/oie/ia. The Virginia Department of Education requires applicants for licensure as School Counselors in Virginia to provide their Social Security numbers as a part of the application process.

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 Spring prior to the summer start in the program. 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. The program faculty offer group advising each semester. Students are responsible for contacting their advisor 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 60-hour program that requires at least two years to complete. The Counselor Education Department offers three tracks, the School Counseling Track, the College Counseling and Student Affairs Track, and the Couples and Family Track. Successful completion of one of these program tracks will lead to licensure eligibility or certification in counseling. More information on these processes are outlined below by program track and in the licensure and certification section.

A. School Counseling Track

The M.Ed. in counselor education with a concentration in school counseling is a 60-credit-hour program designed to prepare counselors for elementary, middle and high schools. The school counseling concentration leads to school counseling licensure and preparation for advanced graduate work at the post-master's level. The program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP) and requires a minimum of two years of study to complete.

The school counseling concentration prepares students for positions as school counselors. Students who successfully complete the program are eligible for licensure or provisional licensure as school counselors in pk-12 settings. In addition to meeting the academic requirements delineated below, students in the School Counseling concentration must supply proof of completion for Child Abuse Recognition and Intervention Training, Emergency First Aid, CPR (including Hands-on Practice), and AED Training/Certification, Behavior Intervention and Support Training, and the Dyslexia Awareness Training Module. The Virginia Department of Education requires applicants for licensure as School Counselors in Virginia to provide their Social Security numbers as a part of the application process.

In addition to school counseling licensure, the course sequence also meets the educational requirements for the Licensed Professional Counselor (LPC) as set by the state of Virginia Department of Health Professions.

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 M.Ed. in counselor education with a concentration in College Counseling and Student Affairs is a 60-credit hour program designed to prepare students for careers as critically reflective counselors with specialized knowledge and skills required for placement in higher education institutions (i.e., college, universities). The program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP) and requires a minimum of two years of study to complete.

Through coursework and clinical experiences, students graduate having a knowledge of basic counseling theory and practice, competencies in essential counseling services, skills necessary to evaluate evidence-based research and implement it in practice, and a dedication to continuing professional development. Their professional identity as a professional counselor as a leader and advocate comes from applying this knowledge in diverse settings with diverse populations of adult learners in higher education.

The course sequence meets the educational requirements for the Licensed Professional Counselor (LPC) as set by the state of Virginia Department of Health Professions. The College Counseling and Student Affairs concentration meets the licensure requirements for other states; however, certain states have different requirements. It is the responsibility of the student to check with the state licensure board to verify the necessary requirements to be eligible for licensure and to plan on meeting those requirements.

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

M.Ed. in counselor education with a concentration in couples and family counseling is a 60-credit hour program designed to prepare students for careers as counselors in clinics, healthcare centers, schools and private practice. The program focuses on training to address a range of personal and professional problems faced by individuals, couples and families through a systemic framework. As our newest concentration, we are eager to pursue accreditation for the couples and family counseling concentration with the Council for Accreditation of Counseling and Related Programs (CACREP) during our next review cycle. Upon successful approval from CACREP, it will be added to our existing accredited specialty areas (i.e., school counseling, college counseling and student affairs concentrations). Per CACREP policy, students who graduate from this concentration up to 18 months **prior** to accreditation would be recognized as graduates of a CACREP-accredited program.

The course sequence meets the educational requirements for both the Licensed Professional Counselor (LPC) and Licensed Marriage and Family Therapist (LMFT) as set by the state of Virginia Department of Health Professions. The Couple and Family Counseling concentration meets the licensure requirements for other states; however, certain states have different requirements. It is the responsibility of the student to check with the state licensure board to verify the necessary requirements to be eligible for licensure and to plan on meeting those requirements. The program requires a minimum of two years of study to complete.

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 except CLED 640)
- CLED 601 (required as prerequisite or corequisite for all other CLED courses; can be taken with CLED 600, except CLED 640)
- 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

Counselor Education (CLED) course descriptions can be found in the VCU Bulletin [here](http://bulletin.vcu.edu/azcourses/cled/) (<http://bulletin.vcu.edu/azcourses/cled/>).

COURSE ELECTIVES

The following courses have been reviewed and approved by Counselor Education Faculty for students seeking an elective to fulfill their degree requirements for the Master's in Counselor Education.

Please note that not all courses are available each semester and will likely require approval of the instructor teaching the course. Students are encouraged to email the instructor directly letting them know the course fulfills an elective for their graduate program and seeking permission to enroll in the course. In some cases, the instructor may not be able to grant permission to register for the course, so students should be flexible and consider multiple options.

Course descriptions are located [here](#).

Courses in the Counselor Education Program (can serve as electives for the SC and CCSA tracks)

CLED 644. Sexuality Counseling

CLED 645. Couples Counseling

Courses in the School of Education

ADLT 688. Lifespan Issues for Adults with Learning and Behavioral Disabilities

EDUS 651. Topics in Education

SEDP 630. Trends in Special Education

TEDU 588: Classroom Management

TEDU 528. Children's Literature II

TEDU 644. Leadership Theory and Practice

Courses outside the School of Education

ENGL 601. Young Adult Literature
 GSWS 501. Feminist Theory
 GSWS 691. Topics in Gender, Sexuality and Women's Studies.
 GVPA 635: Theorizing Gender Violence
 GVPA 691: Gender Violence US Public Policy and Practice
 RHAB 614. Counseling, Death and Loss. 3 Hours.
 SLWK 761. Interpersonal violence. 3 hours.
 RHAB 502 American Sign Language I
 RHAB 503 American Sign Language II
 RHAB 633. Case Management.
 RHAB 640. Medical and psychosocial aspects of disabilities.
 RHAB 681-689. Institutes and Workshops in Rehabilitation.
 PSYC 678: African American Families and Children

TENTATIVE SCHEDULE OF COURSES

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

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.

School Counseling Track Course Sequences

Please note there are three (3) course sequence tracks for students to choose from, all course sequences start in the summer.

Full-time Course Sequence - Students take 9-12 credit hours a semester and can graduate in 2.5 years. Students who choose this option should not consider taking outside employment due to the rigor of the program.

Part-time Course Sequence - Students take 6-9 credit hours a semester and can graduate in 3 to 3.5 years. Students who choose this option typically are working and will take 4pm and 7pm classes. Students should note that during their practicum and internship periods during Year 3, employment will likely not be an option given the amount of time needed for those experiences unless you make arrangements with your employer.

2-Course Only Sequence - Students take up to 6 credit hours a semester and can graduate in 4 years. Students who choose this option are typically already working significantly or are current employees of VCU and want to use their tuition credit. Students should note that during their practicum and internship periods during Year 4, employment will likely not be an option given the amount of time needed for those experiences unless you make arrangements with our employer.

Full Time Course Sequence (9-12 credits/semester)		
<i>Year 1</i>		
Summer (6 credits required, up to 9 optional)		
Required		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
3 hrs	CLED 640	Marriage, Couples and Family Counseling
Optional		
3 hrs	CLED 612	Wellness Counseling
3 hrs	EDUS 660	Research Methods in Education
Fall Semester (12 hours)		
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 613	Data-driven Comprehensive School Counseling Programs
3 hrs	CLED 650	Addiction Counseling
Spring Semester (12 hours)		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	CLED 622	School Counseling Services
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning

Year 2		
<u>Summer Semester (6-9 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
3 hrs	Elective*	
3 hrs	EDUS 660	Research Methods in Education (if not taken earlier)
3 hrs	CLED 612	Wellness Counseling (if not taken earlier)
<u>Fall Semester (9 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 604	Practicum: School Counseling
3 hrs	CLED 605	Career Information and Exploration
3 hrs	EDUS 673	Democracy, Equity and Ethics in Education (if not taken earlier)
<u>Spring Semester (9 hours)</u>		
6 hrs	CLED 672	Internship
3 hrs	CLED 612	Wellness Counseling (if not taken earlier)
3 hrs	Elective*	(if not taken earlier)

<u>Part-Time Course Sequence (6 or 9 credits/semester)</u>		
<i>Year 1 Summer</i>		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
3 hrs	CLED 640	Marriage, Couples and Family Counseling
<u>Fall Semester (9 hours)</u>		
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (hours)</u>		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
<i>Year 2</i>		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
3 hrs	EDUS 660	Research Methods in Education

<u>Fall Semester (6-9 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 613	Data-driven Comprehensive School Counseling Programs
3 hrs	CLED 605	Career Information and Exploration
<u>Spring Semester (9 hours)</u>		
3 hrs	CLED 612	Wellness Counseling
3 hrs	CLED 622	School Counseling Services
3 hrs	Elective*	Option 1
<i>Year 3</i>		
<u>Summer Semester (3 hours)</u>		
3 hrs	Elective*	Option 2
<u>Fall Semester (6 hours)</u>		
3 hrs	EDUS 673	Democracy, Equity and Ethics in Education
3 hrs	CLED 604	Practicum: School Counseling
<u>Spring Semester (6-9 hours)</u>		
6 hrs	CLED 672	Internship
3 hrs	Elective*	(can be taken earlier)

<u>2-Course Only Sequence (max 6 credits/semester)</u>		
<i>Year 1 Summer</i>		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 602	Techniques of Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
<i>Year 2</i>		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective

<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 605	Career Information and Exploration
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 612	Wellness Counseling
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
Year 3		
<u>Summer Semester (3 hours)</u>		
3 hrs	CLED 640	Marriage, Couples, and Family Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 613	Data-driven Comprehensive School Counseling Programs
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 622	School Counseling Services
3 hrs	Elective*	
Year 4		
<u>Summer Semester (3-6 hours)</u>		
3 hrs	EDUS 660	Research Methods in Education
<u>Fall Semester (3 hours)</u>		
3 hrs	CLED 604	Practicum: School Counseling
3 hrs	EDUS 673	Democracy, Equity and Ethics in Education
<u>Spring Semester (6 hours)</u>		
6 hrs	CLED 672	Internship

College Counseling and Student Affairs Track Course Schedule

Please note there are three (3) course sequence tracks for students to choose from.

Full-time Course Sequence - Students take 9-12 credit hours a semester and can graduate in 2.5 years. Students who choose this option should not consider taking outside employment due to the rigor of the program.

Part-time Course Sequence - Students take 6-9 credit hours a semester and can graduate in 3 to 3.5 years. Students who choose this option typically are working and will take 4pm and 7pm classes. Students should note that during their practicum and internship periods during Year 3, employment will likely not be an option given the amount of time needed for those experiences unless you make arrangements with your employer.

2-Course Only Sequence - Students take up to 6 credit hours a semester and can graduate in 4 years. Students who choose this option are typically already working significantly or are current employees of VCU and want to use their tuition credit. Students should note that during their practicum and internship periods during Year 4, employment will likely not be an option given the amount of time needed for those experiences unless you make arrangements with our employer.

<u>Full Time Course Sequence (9-12 credits/semester)</u>		
<i>Year 1</i>		
<i>Summer (6 credits required, up to 9 optional)</i>		
Required		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
3 hrs	CLED 640	Marriage, Couples and Family Counseling
Optional		
3 hrs	CLED 612	Wellness Counseling
3 hrs	EDUS 660	Research Methods in Education
<u>Fall Semester (12 hours)</u>		
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 620	Student Development Services in Higher Ed (alternates with CLED 631) or equivalent
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (12 hours)</u>		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	EDUS 660	Research Methods in Education
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning

Year 2		
<u>Summer Semester (6-9 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
3 hrs	CLED 612	Wellness Counseling (if not taken earlier)
3 hrs	Elective*	<i>Recommended</i> Sexuality Counseling
<u>Fall Semester (9 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 608	Practicum: CCSA
3 hrs	CLED 605	Career Information and Exploration
3 hrs	CLED 631	American College and University (alternates with CLED 620)
<u>Spring Semester (9 hours)</u>		
6 hrs	CLED 672	Internship
3 hrs	CLED 612	Wellness Counseling (if not taken earlier)
3 hrs	Elective*	

<u>Part-Time Course Sequence (6 or 9 credits/semester)</u>		
<i>Year 1 Summer</i>		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
3 hrs	CLED 640	Marriage, Couples and Family Counseling
<u>Fall Semester (9 hours)</u>		
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (hours)</u>		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
<i>Year 2</i>		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
3 hrs	EDUS 660	Research Methods in Education
<u>Fall Semester (6-9 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors

3 hrs	CLED 620	Student Development Services in Higher Ed (alternates with CLED 631)
3 hrs	CLED 605	Career Information and Exploration
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 612	Wellness Counseling
3 hrs	Elective*	
Year 3		
<u>Summer Semester (3 hours)</u>		
3 hrs	Elective*	<i>Recommended Sexuality Counseling</i>
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 631	American College and University (alternates with CLED 620)
3 hrs	CLED 608	Practicum: CCSA
<u>Spring Semester (6-9 hours)</u>		
6 hrs	CLED 672	Internship
3 hrs	Elective*	(if not taken earlier)

<u>2-Course Only Sequence (max 6 credits/semester)</u>		
<i>Year 1 Summer</i>		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 602	Techniques of Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
Year 2		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 605	Career Information and Exploration

<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 612	Wellness Counseling
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
Year 3		
<u>Summer Semester (3 hours)</u>		
3 hrs	CLED 640	Marriage, Couples, and Family Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 620	Student Development Services (alternates with CLED 631)
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	EDUS 660	Research Methods in Education
3 hrs	Elective*	
Year 4		
<u>Summer Semester (3-6 hours)</u>		
3 hrs	Elective*	<i>Recommend Sexuality Counseling</i>
<u>Fall Semester (3 hours)</u>		
3 hrs	CLED 608	Practicum: CCSA
3 hrs	CLED 631	American College and University (alternates with CLED 620)
<u>Spring Semester (6 hours)</u>		
6 hrs	CLED 672	Internship

Couples and Family Counseling Track Course Schedule

Please note there are three (3) course sequence tracks for students to choose from.

Full-time Course Sequence - Students take 9-12 credit hours a semester and can graduate in 2.5 years. Students who choose this option should not consider taking outside employment due to the rigor of the program.

Part-time Course Sequence - Students take 6-9 credit hours a semester and can graduate in 3 to 3.5 years. Students who choose this option typically are working and will take 4pm and 7pm classes. Students should note that during their practicum and internship periods during Year 3, employment will likely not be an option given the amount of time needed for those experiences unless you make arrangements with your employer.

2-Course Only Sequence - Students take up to 6 credit hours a semester and can graduate in 4 years. Students who choose this option are typically already working significantly or are current employees of VCU and want to use their tuition credit. Students should note that during their practicum and internship periods during Year 4, employment will likely not be an option given the amount of time needed for those experiences unless you make arrangements with our employer.

<u>Full Time Course Sequence*</u>		
Year 1 Summer Semester		
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
3 hrs	CLED 640	Marriage, Couples and Family Counseling
3 hrs	CLED 612	Wellness Counseling
Fall Semester (12 hours)		
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 650	Addiction Counseling
3 hrs	CLED 641	Advanced Family Counseling
Spring Semester (12 hours)		
3 hrs	CLED 603	Group Procedures in Counseling
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	CLED 645	Couples Counseling
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
Year 2		
Summer Semester (9 hours)		
3 hrs	CLED 644	Sexuality Counseling
3 hrs	CLED 609	Practicum: Couples and Family Counseling
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
Fall Semester (9 hours)		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 605	Career Information and Exploration
3 hrs	CLED 672	Internship
Spring Semester (9 hours)		
3 hrs	EDUS 660	Research Methods in Education
3 hrs	CLED 672	Internship
3 hrs	Elective*	

Part-Time Course Sequence (6 or 9 credits/semester)		
Year 1 Summer		
3 hrs	CLED 640	Marriage, Couples and Family Counseling
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
<u>Fall Semester (9 hours)</u>		
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 601	Theories of Counseling
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	CLED 603	Group Procedures in Counseling
Year 2		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 612	Wellness Counseling
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
<u>Fall Semester (9 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 641	Advanced Family Counseling
3 hrs	CLED 605	Career Information and Exploration
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 645	Couples Counseling
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
Year 3		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 609	Practicum: Couples and Family Counseling
3 hrs	CLED 644	Sexuality Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 672	Internship
3 hrs	EDUS 660	Research Methods in Education
<u>Spring Semester (9 hours)</u>		
3 hrs	CLED 672	Internship
3 hrs	Elective*	

<u>2-Course Only Sequence (max 6 credits/semester)*</u>		
<i>Year 1 Summer</i>		
3 hrs	CLED 640	Marriage, Couples and Family Counseling
3 hrs	CLED 600	Professional Orientation and Ethical Practice in Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 602	Techniques of Counseling
3 hrs	CLED 601	Theories of Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 607	Multicultural Counseling In Educational Settings
3 hrs	CLED 603	Group Procedures in Counseling
<i>Year 2</i>		
<u>Summer Semester (6 hours)</u>		
3 hrs	CLED 615	Lifespan Development: A Gender Perspective
3 hrs	CLED 612	Wellness Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 606	Assessment Techniques for Counselors
3 hrs	CLED 605	Career Information and Exploration
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 660	Mental Disorders, Diagnosis and Treatment Planning
3 hrs	Elective*	
<i>Year 3</i>		
<u>Summer Semester (6 hours)</u>		
3 hrs	EDUS 660	Research Methods in Education
3 hrs	CLED 644	Sexuality Counseling
<u>Fall Semester (6 hours)</u>		
3 hrs	CLED 641	Advanced Family Counseling
3 hrs	CLED 650	Addiction Counseling
<u>Spring Semester (6 hours)</u>		
3 hrs	CLED 645	Couples Counseling
3 hrs	EDUS 660	Research Methods in Education (if not taken earlier)

Year 4		
<u>Summer Semester (3 hours)</u>		
3 hrs	CLED 609	Practicum: Couples and Family Counseling
<u>Fall Semester (3 hours)</u>		
3 hrs	CLED 672	Internship
<u>Spring Semester (3 hours)</u>		
3 hrs	CLED 672	Internship

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 website 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 their Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, they 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. Students should refer to the Counselor Education Clinical Handbook for detailed information, deadlines, requirements, and forms required. Information on field experiences applications and processes is also available to all current students on the Canvas Counselor Education page.

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 examination is made up of a total of between 160 to 200 questions. Students will have a total of 3 hours to take the exam. The comprehensive exam is given once per year: typically 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 approximately one month before the examination date.

Students will need a wifi enabled computer with a working camera and microphone. Ensure the following are ready with your laptop: a) wifi is working; b) camera and microphone are working; c) You are able to access VCU's Canvas site; d) have a working copy of the Respondus Lockdown Browser; and e) you have a quiet private space to work for 3 hours. Additional instructions will be provided for students that register for the examination. If you need a laptop to take 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 no earlier than one week and no later than one month after the initial date. If a pass on the retake does not occur, program faculty can recommend additional options including but not limited to a written examination, an oral examination, or a combination of written and oral examination, as determined by the faculty advisor and program coordinator.

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.

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 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 with their advisor regularly to assess their progress towards program completion and to plan for future semesters. Please note that VCU now uses an electronic system for programs of study called Degreeworks. You will automatically have this set up upon enrolling here at VCU. We do have paper copies of program of studies in this handbook; however, please note these are simply planners for the electronic version (See Appendix C, D, and E)

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/CLED 609 (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.

Graduate faculty advisers and program directors will review the academic progress of all graduate students in their programs at the end of each semester. Receipt of a grade of C or below in two courses constitutes automatic dismissal from the program. Courses with a grade below C cannot be used to satisfy degree requirements. 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 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., CLED 602, CLED 603, CLED 604, CLED 607, CLED 608, CLED 609, CLED 672).

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

Consult the course sequences in this document to create your Program of Study before you begin your program or no later than the first semester. Meet with your advisor if you have questions. If you deviate from the course sequence given for your track/timeline (i.e. full or part time) you will likely delay your graduation.

Practicum

Applications for Summer and 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 one week prior to the exam. Before applying for the exam, see eligibility requirements in this 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 Canvas Site and Online Calendar

Faculty in the Counselor Education Department will send information to students using the Counselor Education Canvas Site. Students are responsible to accept the program Canvas site invitation. Program handbooks and forms will be housed on this site. This information will be sent to students' VCU email accounts.

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 faculty advisor.

In addition to meeting all academic and performance requirements, students in the School Counseling Track must all requirements of the Virginia Board of Education, including proof of Child Abuse and Neglect Recognition Training, Dyslexia Training, Emergency First Aid, Cardiopulmonary Resuscitation, and Use of Automated Defibrillators with Hands On Training, and Training regarding Use of Seclusion and Restraints.

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

Qualified Mental Health Provider-Trainee (QMHP-T)

According to the board, 'Qualified Mental Health Professional-Trainee' means a person who is receiving supervised training to qualify as a qualified mental health professional and is registered with the Board. (Please note that DBHDS and DMAS require that QMHP-trainees be register with the Board of Counseling in order to provide services and for the agency to be reimbursed for services rendered.)" Some clinical placement sites may require that you have a QMHP-T certification in order to qualify for a practicum or internship position. Information from the Virginia Board of Counseling about the steps to get your QMHP-T are available here: https://www.dhp.virginia.gov/counseling/counseling_qmhp.htm Registration as a QMHP-Trainee is \$25.00 (effective 2/19/2020). Review of applications typically takes 30 days.

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.

Immunizations

For information on immunization requirements, visit <http://bulletin.vcu.edu/academic-regs/university/immunizations/>

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

Student Load and Enrollment

For information on student load, change in registration, or enrollment policies, visit <http://bulletin.vcu.edu/academic-regs/grad/registration-policies/>

Attendance

For information on attendance and enrollment policies, visit <http://bulletin.vcu.edu/academic-regs/university/attendance/>

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 policies, visit <http://bulletin.vcu.edu/academic-regs/university/leave-of-absence/> and withdrawal policies, visit <http://bulletin.vcu.edu/academic-regs/university/withdrawal/>

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/academic-regs/grad/program-change/>

University rules and procedures

For information on university rules and procedures, visit <http://bulletin.vcu.edu/academic-regs/grad/>

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/academic-regs/grad/time-limit/time-limit.pdf>

Grades

For information on grades, visit <http://bulletin.vcu.edu/academic-regs/grad/satisfactory-academic-progress/>

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.

Appeals

Appeal process for student dismissed from graduate program

For information on appeals process, visit <http://bulletin.vcu.edu/academic-regs/grad/dismissal/>

VCU Graduate School Appeal process is here <http://bulletin.vcu.edu/academic-regs/grad/dismissal/>

A student may appeal dismissal from a graduate program under the following procedures.

- A. The student has the burden of proof in all appeals.
- B. Counselor Education faculty are on 9-month contracts and appeals will occur during official contract dates employed by VCU.
- C. The student must initiate the appeal process at the program level within 10 business days after receipt of the graduate dean’s dismissal letter. The student should send an email to the Department Chair and Program Coordinator noting they are appealing the decision. The letter should have the following components.
 1. Acknowledging this email is a formal appeal.
 2. Acknowledging that you are aware of other potential options including a medical hardship withdrawal and grade appeals for individual classes.
 3. Provide a rationale of why the student was unclear of the Counselor Education Policies and Procedures. This includes an explanation of agreeing to the Handbook Acknowledgement Form the student signed when starting the program.
 4. Provide information on the initiative taken to inform faculty of classes and your faculty advisor of the challenges being faced.
 5. Provide information regarding the differences in grades obtained for classes during your program. For example, if you earned a grade of C or lower in one class and earned a grade of A in another class that same semester, what is the rationale for the discrepancy?
 6. As future professional counselors, the faculty expect 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. Provide a rationale on if you believe you have experienced impairment during your program, what you have done to address this, and a detailed plan and timeline on ensuring you will be successful if the appeal is granted.

7. The Counselor Education Program also has ten Professional Performance Standards that students are expected to maintain during their time in the program. You can review these along with rating criteria in the M.Ed in Counselor Education Handbook. Review these criteria and provide a rationale for your rating of each standard. In areas where you are not attained a 3 or higher, provide a rationale for why you will be meeting this criteria if the appeal is granted.
 8. Please feel free to provide any additional information you believe is pertinent to your appeal. Please note that this information should also be formally documented where possible.
- D. Upon receipt of the appeal from the student, the Program Coordinator will forward the appeal information to the core counselor education faculty within 2 business days for review. Core faculty will have 5 business days upon receipt of the information to review.
 - E. The Program Coordinator will schedule a closed session meeting of the core counselor education faculty within 5 business days after the core counselor education faculty review period is completed. During this time, core faculty and any other adjunct faculty that have had the student are able to provide any additional information.
 - F. The closed session review of the Core Counselor Education faculty will be conducted. During this time, faculty will have access to the materials provided by the student. Faculty that have documentation regarding the student will also be presented during this time. At the end of the review and discussion, the faculty will decide by majority vote where to uphold the dismissal of the student from the program.
 - G. The Program Coordinator communicates the final decision and notifies the Department Chair, SOE Associate Dean of Academic Affairs, and the Student in writing within 10 business days to the student’s official VCU email address.

Graduation requirements

For information on graduation requirements, visit <http://bulletin.vcu.edu/academic-regs/grad/graduation-info/>

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 and Dr. Donna Gibson are the Faculty Co-Advisors.
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 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.

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 Association of Marriage and Family Therapy, <https://www.aamft.org/>
- American Counseling Association, <http://www.counseling.org/>
- 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/>
- American College Student Educators International, <https://myacpa.org/>
- Southern Association for College Student Affairs, <http://www.sacsa.org>
- Virginia Association of Marriage and Family Therapy, <https://vamft.wordpress.com/about-vamft/>
- 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 <https://soe.vcu.edu/development-alumni-and-student-engagement/development/scholarships-and-endowments/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. - 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 |
|---|---|---|---|---|
| | | | | |

- 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.
- 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
- 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"> - 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. | <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"> - 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. | <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

August 2023

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	2	3	4	5
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	
CLED 640	Marriage, Couple, and Family Counseling		3	
CLED 650	Addictions Counseling		3	
CLED 660	Diagnosis & Treatment		3	
	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.soc.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 Couple and Family 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 (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
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