COUNSELOR EDUCATION, MASTER OF EDUCATION (M.ED.) WITH A CONCENTRATION IN COLLEGE STUDENT DEVELOPMENT AND COUNSELING

Program goal
The M.Ed. in Counselor Education with a concentration in college student development and counseling is a 48-credit-hour program designed to prepare counselors for higher education and community agencies throughout Virginia and the nation. The college student development and counseling concentration provides students with the specialized knowledge and skills necessary for employment as student affairs professionals in higher education settings. The program requires a minimum of two years of study to complete.

The faculty makes every effort to assist students in individualizing a graduate program to match their professional needs and interests. However, individualization takes place in an environment of legitimate constraints revolving around institutional, accreditation and licensure requirements. Faculty members view each program as more than simply an aggregate of courses, and students should plan all program work with their faculty advisers.

Student learning outcomes
Professional orientation/professional identity/continuing education
1. Students display knowledge and understanding of the historical and philosophical foundations of the counseling profession, including counselor professional identity, and display necessary skills in applying this knowledge and understanding to professional practice.
2. Students demonstrate the ability to adhere to legal and ethical practice.
3. Students understand the importance of continuing education and are committed to seeking continuing education throughout their careers.

Helping relationships/group work/career development/wellness
1. Students display knowledge and understanding of counseling processes applied to both individuals and groups including knowledge of how to design, implement and evaluate programs related to academic, career and personal/social development of clients.
2. Students display knowledge and skills related to responding to crises, emergencies and disasters.
3. Students participate in the design, implementation and evaluation of programs that promote wellness, as well as prevention and intervention services.

Human development/wellness
Students display knowledge of theories of learning, personality development, transitions and resilience, and use this information as a basis for facilitating optimal development and wellness.

Social and cultural diversity/social justice and advocacy
1. Students display knowledge and understanding of diversity and equity issues and how these issues impact clients' academic, personal and career opportunities.
2. Students display multicultural competencies including appropriate sensitivity, skills and advocacy in working with diverse clients.
3. Students display knowledge and understanding of the relationship between counseling programs and academic achievement, including an understanding of factors that promote student success, and work to close the achievement gap among disenfranchised groups.

Assessment
Students display knowledge and understanding of multiple factors that may affect personal, social and academic functioning, and possesses knowledge and skills to identify, evaluate and implement appropriate needs assessments and consequent interventions.

Research
Students display knowledge and understanding of research and evaluation, including understanding of how data are used to inform decisions, and students display skills and professional practices in appropriate collection, analysis and use of data.

Leadership
1. Students display knowledge of issues that affect student affairs practice and demonstrate an understanding of leadership, organization and management practices that help institutions accomplish their missions.
2. Students advocate for policies, programs and services that are equitable and responsive to the unique needs of postsecondary students.
3. Students use and analyze multiple data sources, including institutional data, to make decisions about improving differentiated student programs and students develop measurable outcomes for student development activities.
4. Students collaborate with the postsecondary community to assist students and use postsecondary community resources to improve student learning and development.

VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs
The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (http://www.graduate.vcu.edu) and academic regulations in individual school and department publications and on program
Degree candidacy requirements
A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master’s or doctoral status according to the degree candidacy requirements of the student’s graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student’s faculty regarding the student’s academic achievements and the student’s readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

Visit the academic regulations section for additional information on degree candidacy requirements. (http://bulletin.vcu.edu/academic-regs/grad/candidacy)

Graduation requirements
As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

Visit the academic regulations section for additional information on graduation requirements. (http://bulletin.vcu.edu/academic-regs/grad/graduation-info)

Other information
Students accepted into the counselor education program must make satisfactory progress toward their degrees. Students who earn unsatisfactory grades and/or exhibit unprofessional conduct may be terminated from the program. More specific information about satisfactory academic progress can be found on this website at satisfactory (http://bulletin.vcu.edu/academic-regs/grad/satisfactory-academic-progress)rogress (http://bulletin.vcu.edu/graduate/study/admission-graduate-study/admission-requirements), the following requirements represent the minimum acceptable standards for admission:

1. Bachelor’s degree in an appropriate discipline
2. Three letters of recommendation addressing the student’s potential for graduate study in education
3. Student’s written statement concerning career interests
4. Transcripts of all previous college work
5. Personal interview may be required
6. Satisfactory scores on the GRE or MAT

Degree requirements
In addition to general VCU Graduate School graduation requirements (http://bulletin.vcu.edu/academic-regs/grad/graduation-info), students are required to complete course work in core and elective courses.

1. Credit hour requirements: Students are required to complete a minimum of 48 credit hours.
2. Grade requirements: 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.
3. Internship requirements: Students must complete approved internship.
4. Testing requirements: Students must provide acceptable score on the National Counselor Examination.

Curriculum requirements

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Human development and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLED/EDUS 615</td>
<td>Lifespan Development: A Gender Perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural, historical and philosophical</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUS/CLED 631</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUS 660</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLED 600</td>
</tr>
<tr>
<td>CLED 601</td>
</tr>
<tr>
<td>CLED 602</td>
</tr>
<tr>
<td>CLED 603</td>
</tr>
<tr>
<td>CLED 605</td>
</tr>
<tr>
<td>CLED 606</td>
</tr>
<tr>
<td>CLED 607</td>
</tr>
<tr>
<td>CLED 608</td>
</tr>
<tr>
<td>CLED 612</td>
</tr>
<tr>
<td>CLED 620</td>
</tr>
<tr>
<td>CLED 672</td>
</tr>
</tbody>
</table>

Admission requirements

<table>
<thead>
<tr>
<th>Degree:</th>
<th>Semester(s) of entry:</th>
<th>Deadline dates:</th>
<th>Test requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>Summer or fall</td>
<td>Dec 1 (early consideration)</td>
<td>GRE or MAT</td>
</tr>
</tbody>
</table>
Counselor Education, Master of Education (M.Ed.) with a concentration in college student development and counseling

<table>
<thead>
<tr>
<th>Approved elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>48</td>
</tr>
</tbody>
</table>

**Total graduate credit hours required (minimum) 48**

**Graduate program coordinator**
Philip B. Gnilka, Ph.D.
Assistant professor, Department of Counseling and Special Education
Email: pbgnilka@vcu.edu
Phone: (804) 828-1332

**Additional contact**
Donna Gibson, Ph.D.
Professor and chair, Department of Counseling and Special Education
Email: dgibson7@vcu.edu
Phone: (804) 828-1332

**Program website:** soe.vcu.edu (http://www.soe.vcu.edu)