TABLE OF CONTENTS

Counselor Education Program
  Statement of Philosophy ................................................................. Page 1
  Counselor Education Faculty .......................................................... Page 2
Overview of the M.Ed. School Counseling Program
  Statement of Philosophy ................................................................. Page 6
  Mission Statement ............................................................................ Page 6
  School Competencies ........................................................................ Page 7
  Core Required Courses ..................................................................... Page 10
  M.Ed. School Counselor Specialty Required Courses ......................... Page 10
Suggested Course Sequence for School Counseling Students ............... Page 11
Wellness Plan ....................................................................................... Page 12
Overview of Practicum and Internship .................................................. Page 13
Overview of Practicum and Internship Policies and Procedures
  Before Beginning Practicum and Internship ....................................... Page 13
  After Practicum/Internship Begins .................................................... Page 13
  Field Placement Supervisory Evaluation .......................................... Page 14
  Policy on Accepting Paid School Counseling Internships .................. Page 14
  Entry-Level Program Faculty Advising and Registration Procedures .... Page 15
  Two Critical Advisement Requirements ........................................... Page 15
  Degree Regulations for All Entry-Level Program ............................... Page 16
  Licensure/Certification ..................................................................... Page 16
  State Department of Education Licensure ......................................... Page 16
  National Certified Counselor Credential .......................................... Page 18
  Additional Entry-Level Program Policies ......................................... Page 19
  Comprehensive Examinations .......................................................... Page 19
  Faculty Endorsement ....................................................................... Page 19

Additional General Information
  APA Style .......................................................................................... Page 19
  Application for Graduation .............................................................. Page 19
  Program/Faculty/Student Communication ......................................... Page 19
  Orientation ....................................................................................... Page 19
  Students with Special Needs ............................................................ Page 20
  Job Placement .................................................................................. Page 20
  Professional Associations ................................................................. Page 20

Ethical Conduct
  Examples of Potential Areas for Ethical Problems ............................. Page 21
  Recording Requirements .................................................................... Page 22
Student Evaluation Policies
    Faculty Evaluation of Students’ Fitness and Performance ........................................ Page 23
    Academic Program Standards .................................................................................. Page 24
    Clinical Performance .............................................................................................. Page 24
    Non-Academic Standards ....................................................................................... Page 24
    Professional Impairment ......................................................................................... Page 24
    Possible Actions Following Manifestations of Professional Impairment ............. Page 25

Student Remediation, Probation, and Dismissal Procedures .................................. Page 25
    Personal Characteristics Review Form ................................................................ Page 26
    Remediation Procedures ......................................................................................... Page 27
    Probation Procedure .............................................................................................. Page 27
    Enforced Withdrawal Procedure ............................................................................. Page 28

Student Expectations of
    Faculty .................................................................................................................... Page 28

Features of the Counselor Education Program
    Personal and Career Development Center (PCDC) ............................................. Page 29
    Sheila Johnson Center (SJC) Counseling Rooms ................................................ Page 29
    Student Directory .................................................................................................. Page 29
    Counselor Education Student Organization (CESO) .............................................. Page 30
    Rho Beta Chapter (UVA) of Chi Sigma Iota ......................................................... Page 30

Forms
    Student Agreement: Part One ................................................................................ Page 31
    Student Agreement: Part Two ................................................................................ Page 33
    Contact Information and Correspondence Distribution Form ................................ Page 34
    Program of Study .................................................................................................... Page 35
August 2015

Dear Students:

I welcome you to our program on behalf of the Counselor Education faculty at the Curry School of Education. We are delighted that you have chosen the University of Virginia for your graduate studies!

The Counselor Education Student Handbook has been created to facilitate your orientation to the Counselor Education Program. We present information that describes our program, courses, requirements, and policies as of August 2015. It is your responsibility to be sure that you have the most current information. Therefore, it is essential to work closely with your faculty advisor as you plan your graduate program, enroll in courses, and make arrangements for field placements and graduation.

Although an abundant amount of information is contained within this handbook, it may not provide answers to all of your questions. In addition to talking with your advisor and other faculty members, you may access the University of Virginia Graduate Record via the Internet at: http://www.virginia.edu/~regist/gradrec/. The Graduate Record contains important information about University policies.

We are glad you are here! You are about to engage in the exciting process of becoming a professional counselor with a focus on school counseling. As you will see in the following pages of this handbook, the process and experiences offered at the University of Virginia are planned to ensure a comprehensive personal and professional educational experience. We are looking forward to accompanying you on your adventure. Please contact us if we can offer additional information.

Sincerely,

Derick J. Williams

Derick J. Williams, Ph.D., NCC
Program Area Director
Counselor Education Program
434-924-4928
dw4pd@virginia.edu
COUNSELOR EDUCATION PROGRAM

STATEMENT OF PHILOSOPHY

Inspire, Create, Transform

Counseling is a unique helping profession based on education, social and behavioral sciences. Professional counselors help individuals grow and develop their full potential by assisting them in addressing developmental challenges of everyday life as well as assisting those who may have a mental illness. The professional positions that students prepare for require individuals who are people-oriented, patient, good communicators, can tolerate ambiguity, and possess the capacity to handle themselves in unclear interpersonal situations that can be addressed in multiple ways.

The program is committed to excellence in training with regard to multiculturalism, diversity and advocacy for social justice. The program endorses the American Counseling Association’s Multicultural Competencies and Advocacy Competencies. Throughout all coursework, students are challenged to focus on understanding cultural contexts in which they and their clients, students, and supervisees operate and to focus on the inequities in society that may create barriers to opportunities for growth and achievement. In addition to examining barriers, students learn ways in which they can become agents of change, working at a systems level as well as directly with clients, students, and supervisees. To affect change, the program works with students to increase awareness of their own biases and positions of privilege and oppression and to reflect on broad, systemic, societal inequities that result in oppression. Students are encouraged to research topics related to power, privilege, and access to resources within society and in their areas of specialization. Faculty members assume that students will take reasonable action to address and eliminate systemic oppression they encounter in the forms of racism, sexism, heterosexism, classism, ableism, nationalism, and other biases.

The Counselor Education program faculty at the University of Virginia adheres to a scientist-practitioner model of training. Consistent with this approach are the program goals of graduating counselors who: (a) demonstrate competency in providing professional services to people from diverse cultural backgrounds; (b) are reflective in their practice and are effective instruments of change at both the micro or direct and macro or systems levels; (c) can effectively design and evaluate research relevant to the profession; and (d) are committed to continued professional development and to evaluating their clinical, teaching, and/or programmatic interventions. In addition to specific job settings, the faculty believes it is also our mission to instill a strong sense of professional identity and appreciation for the rich knowledge base of the counseling profession. It is also part of our mission to aid our graduates in attaining credentials appropriate for their chosen counseling specialty.

The approach of the Counselor Education program faculty is developmental, educative, and preventive in nature, with an emphasis on mental wellbeing. Our basic commitment is to prepare students to facilitate optimal development of persons by increasing clients’ understanding of not only those forces within themselves and their environment that impede growth but also of those assets within themselves that empower them.

The Counselor Education faculty members are committed to offering a program of graduate study that will lead to the personal growth of students from a wide range of backgrounds (racial, ethnic, religious, geographical, socio-economic, etc.) that ultimately will benefit the diverse client groups they will serve. The program faculty recognizes and honors the individuality of people, variations in
developmental levels, and cultural diversity. Facilitation of the growth of individuals necessitates addressing both their common needs and issues, and their individual differences. Rather than trying to graduate students who are trained only in one theoretical orientation, program faculty believe it is important for students to develop a diverse range of knowledge and to formulate their own counseling approach.

**COUNSELOR EDUCATION FACULTY**

Blaire E. Cholewa, Assistant Professor  
Ph.D. - University of Florida  
Research Interests: Culturally responsive practices in teaching methods and teacher student relationship patterns; school counselor-teacher consultation; and school counselors’ role in improving the educational experiences of low-income and culturally diverse students.  
Bavaro Hall 318C  
(434) 243-6481  
bec7b@virginia.edu

Amanda G. Flora, Assistant Professor  
Ph.D. - University of Virginia  
Research Interests: Multicultural identity and biases in counselor education; career identity; connections of career theory to practice.  
Bavaro Hall 218D  
(434) 243-6484 (office)  
agf8n@virginia.edu

Paul C. Harris, Assistant Professor  
Ph.D. - University of Maryland  
Research Interests: Issues related to equity in schools; school counselors’ role in students’ college and career readiness, with an emphasis on Black male student-athletes; pre-service school counseling training.  
Bavaro Hall 317  
(434) 924-7198  
paulharris@virginia.edu

Antoinette Thomas, Associate Professor  
Ph.D. - University of North Carolina at Chapel Hill  
Research Interests: Multicultural issues in the counseling process; diversity issues & social justice in school settings; school consultation; psychoeducational assessment.  
Bavaro Hall 012  
(434) 924-6958  
art8u@virginia.edu

Derick J. Williams, Assistant Professor  
Ph.D. - The University of North Carolina at Greensboro  
Research Interests: Multicultural issues in supervision, student-athletes, wellness, career issues in the secondary school and college population.  
Bavaro Hall 311  
(434) 924-4528  
dw4pd@virginia.edu
Adjunct Faculty

Ph.D. - University of Virginia
Research Interests: Personal psychological growth; numerical measurement of narrative self-descriptions; career development
Ruffner 163
(434) 243-8747
wpa6n@virginia.edu

Lisa Pleszkoch
Ph.D. - University of Virginia
Research Interests: Workforce development; co-occurring mental health and substance abuse disorders; enhancing motivation for change.
Ruffner 163
(434) 243-8747 (office)
(434) 610-1786 (cell)
lpleszkoch@hotmail.com

Daphne Ingene
Ph.D. - University of Mississippi
Research Interests: Group Counseling, Multicultural Counseling, and Counseling Supervision.
Ruffner 163
(662) 607-1732
dhi9r@virginia.edu

Emeritus Faculty

N. Kenneth LaFleur, Associate Professor
Ph.D. - Michigan State University
Research Interests: White racial identity and consciousness; counselor supervision research methods; the influence by working alliance in the counseling process; individual intervention techniques.
lafleur@virginia.edu

Kathleen M. May, Associate Professor
Ph.D. - University of Florida
Research Interests: Human sexuality; multicultural feminist concerns and issues in counseling, counselor education, and supervision.
kathleen08.cr@gmail.com

Robert H. Pate, Jr., Professor
Ph.D. - University of North Carolina at Chapel Hill
Research Interests: Role of religious and spiritual beliefs in counseling; legal and ethical issues in counseling; potential contributions of technology to counseling and counselor education.
rhp9m@virginia.edu
The Counselor Education faculty members hope that you find the information in this handbook helpful as you start your journey as a new student here at UVA. It is important for you to carefully review the information in this handbook and ask your advisor about any questions you may have. Within a month after orientation, you are required to complete the Student Agreement: Part Two form that was distributed at orientation. Please submit it to your advisor for signature, and then submit the completed form to Vickie Thomas by October 2. Keep this Student Handbook in a place where you can refer to it throughout your program.

OVERVIEW OF SCHOOL COUNSELING PROGRAM

The University of Virginia offers an entry-level professional training program for future counselors who will specialize in working in preK-12 schools. It is designed to prepare students with culturally competent knowledge and skills required to practice effectively and ethically as professional counselors in the schools. The program meets the pre-degree academic and internship requirements established by the Commonwealth of Virginia State Department of Education for licensure as preK-12 school counselors. Please see pages 16 – 18 for further information about licensure and other credentials. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the Counselor Education entry-level program in School Counseling (M.Ed.).

Admissions Policies and Procedures

Admissions Deadlines and Process

The masters in School Counseling program is designed for full-time students so that they can complete their studies within two years, typically earning 12-15 hours in each regular semester in addition to summer course work. The Counselor Education program faculty process applications once a year for fall admission. Applications and supporting required materials must be received by January 3.

All applications must be submitted to the Curry School of Education Office of Admissions and Student Affairs using the online application system. The Office of Admissions and Student Affairs forwards all completed applications (including all required supporting materials) electronically to the Counselor Education program for review by a committee of program faculty. The committee presents recommendations for admission to the Counselor Education faculty who then forward recommendations to the Curry School Admissions Office. When final decisions are reached, the Associate Dean for Admissions and Student Affairs notifies applicants by email.

Admissions Requirements

The following criteria serve as guidelines for prospective students. Meeting these minimum criteria does not guarantee admission. Applicants to the master's of education school counseling program must:

1. Hold a baccalaureate degree from an accredited college.
2. Have a B average or better for the last two years of undergraduate study.
3. Submit an online application for admission and unofficial transcripts of all previous undergraduate and graduate work. If admitted, students are required to provide official, final transcripts of all previous undergraduate and graduate work.
4. Submit an official report of the Graduate Record Examination Aptitude Test containing scores no more than five years old.
5. Submit at least two letters of recommendation from professionals who can attest to the potential of the applicant to succeed as a graduate student and professional counselor.
6. Submit a written statement of the applicant's professional goals and reasons for seeking admission to the master’s school counseling program in Counselor Education.
7. Submit a current resume.

Financial Aid for Entry-Level Students

The Counselor Education program typically offers only limited financial assistance to a few entry-level students during their second year. Because the number of qualified applicants far exceeds available awards, we strongly encourage students to contact the Office of Financial Aid to apply for assistantships and work-study positions. Students’ best sources of financial assistance are through the Federal College Work-Study Program, National Direct Student Loans, student guaranteed loans, and part-time employment. These sources of aid are available to all students and are administered by the University Office of Financial Aid to Students.

All Counselor Education students who seek financial aid should apply to the University of Virginia Student Financial Services. The web site address of the Office of Financial Aid is: http://sfs.virginia.edu/. Students may contact the office by email at sfs@virginia.edu or by post mail at:

University of Virginia
Student Financial Services
1001 North Emmet Street
P.O. Box 400204
Charlottesville, VA 22904-4204
(434) 982-6000

The Curry School of Education Foundation also offers students the opportunity to apply for scholarships and other financial awards. Applications are typically due in late fall/very early spring; many require students to be nominated by their program area. Further information about the Foundation scholarship programs is available on the Foundation website: http://curry.edschool.virginia.edu/, click the left menu “About Curry”, select “Curry Foundation”, then, again, on the left menu “Scholarships, Honors and Awards” and “Student Scholarships”.
OVERVIEW OF THE M.ED. SCHOOL COUNSELING PROGRAM

Statement of Philosophy

Counseling is a unique helping profession based on education, social and behavioral sciences. Professional counselors help individuals grow and develop their full potential by assisting them in addressing normal developmental challenges or dysfunction. The Counselor Education program faculty provides a rigorous and challenging curriculum integrating students’ personal development, knowledge base, and skills acquisition. Students are actively engaged in, and encouraged to deeply reflect upon, experiential coursework and fieldwork, focused discussion, individual and group projects, and supervised practice. While education for remediation of dysfunction is a part of counselor education, the program’s emphasis is on wellness, positive resilience, and mental well-being. Our basic commitment is to prepare students to facilitate optimal development of persons.

The Counselor Education faculty is committed to the belief that the development of effective counselors best occurs when theoretical knowledge and practical application are interlaced. A majority of courses in our master’s program include both academic content and appropriate practical experiences. At times, students are required to role-play as clients for other counselors-in-training and to participate in group counseling experiences. Students engage in actual counseling experience under supervision of an instructor and/or a post-doctoral fellow prior to assuming professional responsibilities in their internship. All students are expected to use the most current edition of the American Counseling Association’s Code of Ethics as a guide for their behavior throughout their program.

Mission Statement

The M.Ed. School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the Virginia Department of Education. The program is designed to prepare students to become accountable, competent, and reflective counselors who promote the academic, career, and personal/social development of PK-16 youth. Our goal is to be a national model for master’s preparation of professional counselors specializing in school counseling with clients PK-16. Upon graduation, our students are competent in providing professional academic, career, and personal/social services to people from diverse cultural backgrounds. They have demonstrated proficiency in effectively evaluating research relevant to their clients and their profession, also in evaluating their own professional skills and programmatic interventions. Our students demonstrate a commitment to advocacy for their clients, the systems in which they live and work, and the counseling profession. Our goal is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development in the context of a comprehensive developmental school counseling program.
School Competencies

There are specific areas of knowledge and skills that are considered by CACREP as a “common core” or foundation for all professional counselors prepared in accredited programs, regardless of their specialty (e.g., school counseling, mental health counseling, college counseling). All students in the School Counseling program are expected to demonstrate knowledge and skills in the eight foundation areas:

- Helping relationships and counseling skills
- Career development
- Professional orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Assessment
- Group counseling
- Research and program evaluation

In addition to the areas listed above, as specialists in counseling services in schools, students are expected to demonstrate competencies in program development and the facilitation of student development. Graduates of the program demonstrate the skill to facilitate student development through programmatic development and three broad content areas described in the American School Counselor Association’s (ASCA) National Standards:

- Academic development
- Career development
- Personal/social development

Our model for school counselor preparation and practice is based on the following six components:

1. Counseling knowledge
2. Helping relationships with clients
3. Collaborative relationships with others who are significant to the lives of clients
4. Advocacy for students and parents who encounter barriers to academic, career or personal/social success
5. Data-driven intervention at the personal, group and systems levels
6. Leadership

Three themes are present across all six of these components:

1. Cultural competence
2. Technology competence
3. Ethical competence

As previously noted, the program faculty is committed to preparing counselors who are culturally competent advocates. Because of this, the following documents are used to ground instruction and training across the entire curriculum. The American Counseling Association’s Code of Ethics, Multicultural Counseling Competencies, and Advocacy Competencies, and the ASCA National Model: A Framework for School Counseling Programs. More specifically, many aspects of class lectures, assignments, and other projects will focus exclusively on ethics, social justice education, and advocacy.
Students graduating from the School Counseling program will meet the following competencies:

**Programmatic Development**

1. Identify appropriate stakeholders and work effectively with them to plan, design, implement, and evaluate a comprehensive developmental school counseling program based on “best practices” noted in professional literature.
2. Use current research to identify and implement evidence-based practices to achieve school counseling program goals and to improve school counseling programs as needed.
3. Clearly articulate the role of school counselors and their contributions to the mission of a school program.
4. Advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.
5. Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
6. Provide leadership in the development, implementation, evaluation, and revision of comprehensive school counseling plans that contribute to promoting increased academic success, career preparedness, and social/emotional development for all students.
7. Identify and use appropriate technologies for effective program development.

**Academic Development**

1. Select and deliver developmentally appropriate interventions to school-aged youth designed to systemically promote academic success. Students are expected to demonstrate competencies in individual and group counseling and classroom guidance as these relate to academic development.
2. Assess students’ academic development needs and make appropriate referrals to school and/or community resources. Counseling students will demonstrate knowledge and skills relative to individual and group assessment of students.
3. Provide consultation to parents to assist them in helping their children acquire the skills needed for school success.
4. Provide consultation to teachers, administrators, and other school personnel to assist them in helping students acquire the skills needed for school success.
5. Apply systemic thinking in planning academic interventions.
6. Identify and apply models of collaboration which most effectively promote the academic success of all students, including development of staff training, family support, and appropriate community initiatives that address students’ academic success.
7. Identify systemic barriers to equal educational access and academic opportunity for specific groups of students, and develop action plans for reducing or eliminating the barriers.
8. Identify and use appropriate technologies to assist students in school success.

**Career Development**

1. Select and deliver developmentally appropriate individual interventions to school-aged youth designed to systemically promote career development.
2. Select and deliver developmentally appropriate group counseling interventions to school-aged youth designed to systemically promote career development.
3. Select and deliver developmentally appropriate classroom guidance that promotes career development and preparedness.
4. Assess students’ career development needs and make appropriate referrals to school and/or community resources. Counseling students will demonstrate knowledge and skills relative to individual and group assessment related to career development.
5. Provide consultation to parents to assist them in helping their children acquire the skills needed for successful career development.
6. Provide consultation to teachers, administrators, and other school personnel to assist them in helping students acquire the skills needed for successful career development.
7. Apply systemic thinking in planning career development interventions.
8. Identify and apply models of collaboration, which most effectively promote the successful career development of all students.
9. Identify systemic barriers to equal access to resources and career development opportunity for specific groups of students, and develop action plans for reducing or eliminating the barriers.
10. Coordinate a school to career transition plan for each student in middle-secondary school
11. Identify and use appropriate technologies related to the career development of school-aged youth.

Personal/Social Development

1. Demonstrate mastery and application of the content knowledge in the core areas of counseling recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) related to personal/social development including: (a) Professional orientation and ethical practice; (b) Social and cultural diversity; (c) Human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.
2. Select and deliver developmentally appropriate individual counseling interventions to school-aged youth designed to systemically promote personal, social, and emotional development.
3. Select and deliver developmentally appropriate group counseling interventions to school-aged youth designed to systemically promote personal, social, and emotional development.
4. Select and deliver developmentally appropriate classroom guidance interventions to school-aged youth designed to systemically promote personal, social, and emotional development.
5. Assess students’ personal/social development needs and make appropriate referrals to school and/or community resources. Counseling students will demonstrate knowledge and skills relative to individual and group assessment of personal/social needs of students.
6. Provide consultation to parents to assist them in helping their children acquire the skills needed for personal, social, and emotional development.
7. Provide consultation to teachers, administrators, and other school personnel to assist them in helping students acquire the skills needed for successful personal, social, and emotional development.
8. Apply systemic thinking in planning interventions focused on the personal, social, and emotional development of students.
9. Identify and apply models of collaboration, which most effectively promote the successful personal, social, and emotional development of all students.
10. Identify systemic barriers to equal opportunity for personal, social, and emotional development of specific groups of students and develop action plans for reducing or eliminating the barriers.
11. Identify and use appropriate technologies when planning and implementing interventions.
In addition to the competencies noted above, students are expected to act with discernment; to be able to tolerate ambiguity, link current behaviors with future consequences, perceive ethically and clinically relevant aspects of situations and act with intention to meet the needs of those they are serving.

Core Required Courses for Students in the M.Ed. School Counseling Specialty Area

All masters students in counseling are required to take 31 credit hours of courses that represent course content found across the eight foundational areas, as specified by CACREP, through the following courses:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 5160</td>
<td>3</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>EDLF 7180</td>
<td>3</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>EDHS 7210</td>
<td>3</td>
<td>Introduction to the Counseling Profession</td>
</tr>
<tr>
<td>EDHS 7220</td>
<td>3</td>
<td>Introduction to Career Interventions</td>
</tr>
<tr>
<td>EDHS 7230</td>
<td>3</td>
<td>Theory and Techniques of Counseling</td>
</tr>
<tr>
<td>EDHS 7240</td>
<td>3</td>
<td>Group Counseling Procedures</td>
</tr>
<tr>
<td>EDHS 7270</td>
<td>3</td>
<td>Research in Counseling</td>
</tr>
<tr>
<td>EDHS 7290</td>
<td>3</td>
<td>Essential Counseling Skills</td>
</tr>
<tr>
<td>EDHS 7291</td>
<td>1</td>
<td>Essential Counseling Skills Lab</td>
</tr>
<tr>
<td>EDHS 7300</td>
<td>3</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>EDHS 8240</td>
<td>3</td>
<td>Substance Abuse Counseling</td>
</tr>
</tbody>
</table>

Advisors must approve any transfer courses (a maximum of 6 credits). All skills-based classes (e.g., Essential Skills, Practicum, Internship) must be taken at the University of Virginia for credit to be applied for degree programs in Counselor Education. In addition to the core courses, students must take courses specific to the School Counseling specialty.

M.Ed. School Counseling Specialty Courses (27 Credit Hours)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHS 8290</td>
<td>3</td>
<td>Practicum in School Counseling</td>
</tr>
<tr>
<td>EDHS 8982</td>
<td>3</td>
<td>Individual/Triadic Supervision for Practicum</td>
</tr>
<tr>
<td>EDHS 8310</td>
<td>3</td>
<td>Introduction to School Counseling</td>
</tr>
<tr>
<td>EDHS 8340</td>
<td>3</td>
<td>Counseling Children and Adolescents</td>
</tr>
<tr>
<td>EDHS 839</td>
<td>12</td>
<td>Internship in School Counseling</td>
</tr>
<tr>
<td>Electives:</td>
<td>3</td>
<td>The School Counseling option requires a minimum of 3 hours of advisor-approved electives directly related to counseling in pre-K – secondary school settings.</td>
</tr>
</tbody>
</table>
## Suggested Sequence for School Counseling Students

All courses are three credits unless otherwise noted.

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHS 7210-Intro to the Counseling Profession</td>
<td>EDHS 7220-Career Interventions</td>
<td>EDHS 7270-Research &amp; Evaluation</td>
<td>EDHS 8240-Substance Abuse Counseling</td>
</tr>
<tr>
<td>EDHS 7230-Theories &amp; Techniques</td>
<td>EDHS 7240-Group Counseling Procedures</td>
<td>EDHS 8390-Internship(^2) (6)</td>
<td>EDHS 8390-Internship(^2) (6)</td>
</tr>
<tr>
<td>EDHS 7290-Essential Counseling Skills</td>
<td>EDHS 7300-Multicultural Counseling</td>
<td>EDLF 7180-Tests and Measurements</td>
<td></td>
</tr>
<tr>
<td>EDHS 7291-Essential Counseling Skills Lab (1)</td>
<td>EDHS 8290 – Practicum (^2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 8310-Introduction to School Counseling</td>
<td>EDHS 8340-Counseling Children &amp; Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLF 5160-Human Growth and Development</td>
<td>EDHS 8982-Individual/Triadic Supervision for Practicum</td>
<td>Possible Elective Class (e.g., EDIS 5000) (3 credits)</td>
<td>Possible Elective Class(es)</td>
</tr>
<tr>
<td><strong>16 Hours</strong></td>
<td><strong>18 Hours</strong></td>
<td><strong>12 Hours + Elective(s)(^{3,4})</strong></td>
<td><strong>9 Hours + Elective(s)(^{3,4})</strong></td>
</tr>
</tbody>
</table>

1. It is important to note that required courses are not offered every semester. Thus, it is essential for students to work closely with their advisors to plan schedules in order to avoid graduation delays. For descriptions of specific course offerings, consult the University of Virginia Graduate Record (also available at [http://www.virginia.edu/~regist/gradrec/](http://www.virginia.edu/~regist/gradrec/)).

2. Students must complete a counseling field experience at both elementary (pre-K through 6) and middle/secondary (7-12) school settings.

3. Students must enroll in a minimum of 3 credits of advisor-approved electives. Note that most students complete more than 3 credits of electives. We strongly encourage students to consider taking one or more of the following electives: EDHS 7680 Psychopathology or EDIS 5000 Exceptional Learner, EDHS 8220 Consultation in School Settings, or EDHS 8280 Marriage and Family Dynamics.

4. Note that according to Federal financial aid regulations, to be considered a “full-time” graduate student, one must be registered for 12 semester hours per semester.
WELLNESS PLAN

Students in the UVA counselor education program will have an opportunity to assess their wellness. This assessment will examine multiple characteristics and areas of wellness based on empirical data that provides evidence of characteristics that people who live long and “well” lives have identified. In the first semester of their program, students will complete a wellness evaluation that assesses their mental, spiritual, emotional, physical, and other aspects of their wellness. Students will receive a profile of their wellness, including individual aspects of wellness and overall well-being. Students will then create a plan to help them improve any aspects of their wellness. Students are encouraged to follow this plan throughout their matriculation through the program, making adjustments that will help them live a dynamic and full life.

OVERVIEW OF PRACTICUM AND INTERNSHIP

The practicum and internship experiences are critical components in the preparation of professional counselors. Students will have the opportunity to use and apply the skills developed in the degree program at their placement sites. Practicum is designed to help students begin to apply theory to practice. Internship affords this same opportunity at a deeper level and is considered an important transitional step between academic training and the world of professional practice.

Students in the School Counseling program focus their training on planning, implementing and evaluating guidance and counseling programs that meet the unique social, academic, physical, intellectual, and emotional needs of children and adolescents in school settings. Although students may focus their training on a specific age level through the choice of electives, all students in the
School Counseling program are required to complete a counseling field experience at both elementary (pre-K through 6) and middle/secondary (7-12) school settings. Students are assigned to practicum and internship sites in local and neighboring school districts (e.g., Albemarle County Schools, Charlottesville City Schools, Fluvanna County Schools, Greene County Schools, Nelson County Schools, Orange County Schools). Practicum with students and their parents is completed in the first spring semester. It consists of 100 hours work, 40 must be providing direct service (e.g., classroom guidance lessons, individual or small group counseling, consultation with parents, etc.). Students complete their 600-hour internship during the fall (300 hours) and spring (300 hours) of their second year. Of the total 600 hours, 240 must provide direct client contact. Students receive Practicum and Internship Guidelines in a handbook containing further information.

OVERVIEW OF PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

Before Beginning Practicum or Internship

The Coordinator of Practicum and Internship Experiences:

- Meets with students to discuss potential placements and review the placement process.
- Is familiar with approved and potential placement sites.
- Works with students to make arrangements for interviews with staff at different sites.
- Approves all placements and site supervisors. Students may not make arrangements with any sites or site supervisors on their own.

Students:

- Must successfully complete EDHS 7290: Essential Counseling Skills and EDHS 7291: Essential Counseling Skills Lab before they begin their practicum, and must successfully complete their practicum before beginning their internship.
- Submit documentation that they have professional liability insurance before they begin their practicum. Students may obtain such insurance through professional associations such as the American Counseling Association (ACA), ACA divisions such as the American School Counselor Association, and also the Virginia Counselors Association.

After Practicum and Internship Begins Students:

- Complete their practicum in one semester and their internships in no less than one academic year (e.g., students may not complete all their required hours in one semester).
- Who are in field placements are expected to receive a minimum of one hour of individual supervision per week from their site supervisor.
- Submit all required log and other required materials in a timely manner throughout their practicum and internship experiences as prescribed in their course syllabi. Further, students are responsible for seeing that all required forms and evaluations are submitted to their practicum or internship course instructor.
- Maintain and submit documentation of professional liability insurance. Since most insurance policies are in effect for one year, it is critical that students renew their policies before the policies expire and then submit documentation that their policies are in effect through their entire practicum internship.
- Arrange a work schedule with the site supervisors. They are expected to set their daily and semester schedule to coincide with both their courses and the calendar of their host site (not just the university schedule), including daily work schedule, holidays, vacation days, etc.
• Adhere to all requirements stated in practicum and internship syllabi and manuals, attend required class meetings, complete all course assignments, and attend individual and group supervision sessions.
• Perform site responsibilities in a professional manner (e.g. supervisor evaluations), as if a paid staff member.
• Comply with all legal and ethical regulations; bring all potential ethical and legal issues to the attention of their site and university supervisors.

Field Placement Supervisory Evaluation

Supervision is a key component to professional development of practicum and internship students. Practicum/internship supervisors must complete a mid-semester and end of term evaluation in the fall and spring semesters. The evaluations are summative reviews of the student’s overall performance at the site. The mid-semester evaluation provides an opportunity to review and revise the goals and objectives set at the beginning of the experience.

The final evaluation is completed during the final week of each semester or as noted in course syllabi. Supervisors review their evaluations and recommended grades with students before submitting the evaluations to the instructor of the practicum or internship seminar (EDHS 8290/8390).

Supervisors engage in ongoing assessment of the intern’s performance. If a final recommended grade of “Unsatisfactory” for the internship course is warranted, the student should have received on-going feedback on the matter. Supervisors discuss problems with the student’s performance (professional behavior, skill demonstration, or other expectations of the student) with the student and the instructor of the practicum or internship seminar. The supervisor and student, along with the course instructor, should develop a remediation plan to address deficiencies or problems. If a remediation plan is developed, the instructor should be provided with verbal and/or written feedback from both the student and the supervisor on a regular basis as to the student’s progress. The plans should include a clear description of the problem(s) and behavioral indicators of acceptable performance. For example rather than vague statements such as, “Ms. Smith is resistant to supervision and she needs to adjust her attitude,” remediation plans should include specific information such as,

Problem: Ms. Smith has been late for three supervision sessions.
Expectation: Ms. Smith will be on time for all supervision meetings for the remainder of her internship.

Problem: Ms. Smith comes to supervision without reviewing or cuing recordings of client sessions.
Expectation: Ms. Smith will have at least one taped cued for each supervision session. At minimum, she will be ready to discuss what has occurred up to that point in the session, what she believes she did effectively in that session, and what questions or concerns she has about what occurred in that session.

Policy on Accepting Paid School Counseling Internships

After a student has completed a minimum of 50% of her or his specified school counseling internship (at least 300 hours and one full semester), at a high level of progress, he or she may take a paid internship with the current placement, performing the role of a school counselor, if and when all of
the following conditions have been met. *Changing schools for a paid position during the academic year is NOT permissible.*

1. Written approval from the university supervisor and program coordinator or other appropriate program administrator;
2. Letters of support from the school internship site supervisor and school administrator; and
3. Written guarantees of continued appropriate university and on-site supervision in the paid position through completion of all of the internship and other program requirements.

The student may not have the title or get the pay of a fully licensed school counselor, but must instead remain as a substitute, with the equivalent pay until successful completion of the program. The student also must remain enrolled in the internship course and any other required courses and follow all requirements of internship as stated by the Counselor Education Program. Notification of the transition into a paid position under provisional license must be forwarded to the Program Director with the written program approval, letters of support from the school site supervisor and school administrator, and written guarantees of continued supervision by an approved supervisor. Students may not accept paid positions without all of the above, and until they receive a letter from the appropriate university faculty member approving the paid internship. At the end of the internship, the Program will need all completed student internship forms to recommend the student for his or her Virginia school counseling license.

**Entry-Level Program Faculty Advising and Registration Procedures**

Upon admittance to an entry-level program, students are assigned a Counselor Education faculty advisor. Upon beginning their studies, students initiate contact with their assigned advisors and consult regularly with them throughout their program. Faculty members work closely with their advisees to plan the degree program most appropriate to the student's professional goals. Each student's courses and completed program are subject to the approval of the faculty advisor. Dates for fall and spring pre-registration are posted on-line during each preceding semester. Students wishing to avoid closed classes and late fee payments should consult with their advisors and follow pre-registration guidelines as early as possible.

Current (continuing) students planning to attend summer session must file an intent-to-register form by the date posted by the Summer Session Office. Those who fail to file an intent-to-register form are subject to a late fee payment at the time of registration.

**Two Critical Advisement Requirements:**

1. Students must read this Student Handbook and the ACA Code of Ethics and meet their advisor by October 2, 2015. At this meeting, students and advisors should discuss any questions students may have, review the Student Agreement Form (see pp. 31-32), and sign Part Two of this Agreement Form (p. 33). Students should keep Part One of the Agreement Form for their files and submit the signed Part Two page to the Program Administrative Assistant by October 2, 2015.
2. Before the end of the first semester (or 12 semester hours), new students must meet with their advisors to develop a Program of Study (see pp. 35-36).
Degree Regulations for All Entry-Level Programs

All degree programs in Counselor Education must be approved by the student's advisor and meet the following school and program requirements:

1. The program requirements established by the faculty must be successfully completed.
2. Satisfactory performance on the comprehensive examination project is required.
3. Students may take equivalent courses listed on the Program of Study at other universities with the approval of their advisor. No more than 6 semester hours of degree credit may be transferred from another institution. The student's advisor must approve transfer of credit. All skills-based classes (e.g., Essential Skills, Practicum, Internship) must be taken at the University of Virginia for credit to be applied for degree programs in Counselor Education.
4. All students are admitted as full-time students and are expected to graduate within two years. Exceptions are made in cases when extenuating life circumstances interfere with this schedule, and with permission from the program faculty. Note that most required courses are offered only once a year, students must complete the prescribed sequence of courses, and all work, including transferred credit, must be completed within a period of 5 years from initial matriculation.
5. No more than 6 semester hours of Independent Study may be included for degree credit.
6. An application for graduation must be filed by the date established by the Curry School of Education. Students are responsible for meeting with their advisor and completing the appropriate paperwork before deadlines.

Licensure/Certification

The School Counseling program was designed to meet the pre-degree academic and field experience requirements for school counseling licensure in Virginia as well as for national board certification. In addition to submitting logs to their instructors and documenting practicum and internship hours, all students are responsible for keeping copies of these logs so they can complete the paperwork necessary to obtain their licenses.

State Department of Education Licensure

Virginia certification and endorsement for school counseling is called "licensure." The University of Virginia Counselor Education Program in School Counseling is an approved program of the Commonwealth of Virginia Department of Education. Graduates of the School Counseling program will be recommended for the pre-K through 12 Pupil Personnel Services License. As a service to UVA students in the last semester (typically in April) of their program, those finishing the School Counseling Program complete a Virginia State Department of Education licensure packet for school counselors.

If you are graduating in May, turn in your Application for Graduation (http://curry.virginia.edu/resource-library/graduation-info) and a College Verification Form to the Office of Admissions and Student Services (102 Ruffner Hall) no later than January 3. The latter document is available on the VDOE licensure website: http://www.doe.virginia.gov/teaching/licensure/. Make sure the address you list on the licensure application is the one where you will be receiving mail between May and August. When the Office of Admissions and Student Services receives word from the Registrar that degrees have been conferred, personnel will sign off on your College Verification Form and mail it to you, so you can work directly with the VDOE to obtain licensure. If you move to another state, personnel in the Office of
Admissions and Student Services will be able to help you with that state’s paperwork as well. The faculty still recommends that you go ahead and apply for your VA license. We know students from our program meet the criteria to be licensed as school counselors here in the Commonwealth and in our experience it is often easier to get a license in another state after being licensed here first. Please contact Kristine Sojka (keh3j@virginia.edu) if you have any questions about the forms.

Following are the instructions for completing the required forms:

1. Complete the TOP PORTION of the College Verification Form. In Part II, circle “yes,” and for Endorsement write “Pupil Personnel Services—School Counseling.” In Part III, please note the combined number of total hours you accrued during practicum and internship next to “clock hours.” For “course title,” write “Practicum/Internship” and list EDHS 8290/8390 for the course number, 9 for the course credit and 700 (or more if you accrued more than 100 hours for practicum and/or 600 hours for internship) for the clock hours. DO NOT SIGN THE FORM. The signature line is for an official from the Curry School of Education.

2. IF YOU DO NOT ALREADY HAVE A VIRGINIA TEACHING LICENSE, you need to complete the attached “Application for Virginia License” form.

3. Note that Step 4 (Report on Experience) applies only to contractual or paid teaching or counseling but not practicum and internship.

4. Step 5 (Teacher’s Assessment Scores) is for teachers only; you do not need to complete this.

5. You do need to complete Step 8, Proof of Child Abuse Training, if you are obtaining initial licensure by completing the module training at http://www.vcu.edu/vissta/training/va_teachers/.

6. Attach a check for the appropriate fee made out to the Treasurer of Virginia. If your address listed on your application form is in Virginia, the fee in August of 2015 was $50. Fees listed for an out-of-state address in August of 2015 was $75. Please be sure to check the VDOE website for the most current information. DO NOT STAPLE your check to the form. Please paperclip it securely. Also the VDOE will not accept a check with any corrections or changes on the face of the check. Date the check for after the official graduation day (e.g., May 22, 2016), as the Virginia Department of Education will not accept any check older than 60 days. Once you receive a signed college verification form attached a check for the appropriate fee and send it to VDOE.

7. Please note if you plan to use classes taken elsewhere (up to 6 hours) toward your degree, you must furnish VDOE with an official transcript of these classes along with an official transcript from the University of Virginia.

For your convenience, contact information for appropriate licensing in the Commonwealth of Virginia is as follows:

**School Counseling:**
Virginia Department of Education
Office of Professional Licensure
P.O. Box 2120
Richmond, VA 23216-2120
804-225-2022
http://www.doe.virginia.gov/index.shtml

Near the end of your program, as a student in the University of Virginia Counselor Education Program, you have a special opportunity to become a (NCC) Nationally Certified Counselor. Please read the following information.
National Certified Counselor Credential

The National Certified Counselor (NCC) is a voluntary professional credential granted by the National Board of Certified Counselors (NBCC). It is not required for practice, but it attests to a certificant's commitment to the importance of a national credentialing standard developed for counselors, by counselors. The NCC also is a foundation credential for those who want to become nationally certified in the specialty areas of school counseling, mental health counseling, or addictions counseling.

The UVA Counselor Education Program is nationally CACREP accredited and participates in a special program with NBCC. Students in our program may take the National Counselor Examination (NCE) exam during their last semester in the program. UVA Counselor Education students have the advantage of taking the exam while they are still in school. They also waive the post-master’s experience requirements of 3,000 hours of supervised experience! Students who take the exam through the UVA Counselor Education Program pay a substantially lower fee than if they take it at a later date at a national testing center.

Students who successfully complete the NCE are required to submit a final transcript and supervisor recommendation form. They then become a Nationally Certified Counselor (NCC). The Counseling Program faculty members urge you to take this exam, as it can be a distinguishing factor in your career as a counselor. More information about the benefits of this certification can be found on the NBCC web site: http://www.nbcc.org/.

Additional Entry-Level Program Policies

Comprehensive Examinations

All M.Ed. candidates in Counselor Education must satisfy the Curry School of Education comprehensive examination requirement. For this requirement, students will complete a multiple-choice examination covering the core foundational areas of counseling and an examination/evaluation of competent application of counseling knowledge. The multiple-choice portion of the examination includes questions from across the CACREP core curricular areas (i.e., professional orientation and ethics, social and cultural diversity, human growth and development, career development and career counseling, helping relationships and counseling skills, group counseling and group work, assessment and testing, and research and evaluation). Students who do not pass both portions of the examination will be at risk of not graduating. Typically, the exam occurs during the third week in March, unless otherwise specified by program faculty.

Faculty Endorsement

In compliance with the ACA Code of Ethics, faculty members endorse students for practicum and internship only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the practicum or internship. Faculty members may approve students for paid internships only when they meet all of the criteria noted in the Policy on Accepting Paid School Counseling Internships (see page 14). Regardless of academic qualifications, faculty do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.
**ADDITIONAL GENERAL INFORMATION**

**APA Style**

Counselor Education requires that the most recent edition of the American Psychological Association (APA) Publication Manual be used as a guide in the preparation of papers. The publication manual may be purchased at the UVA Bookstore.

**Application for Graduation**

Students must file an application for graduation in accordance with the calendar deadlines listed in the Graduate Record. Forms must be signed by the student’s advisor. When the degree application is approved and signed by the advisor, it is forwarded to the Counselor Education program coordinator who submits it to the appropriate school personnel for processing. Application forms and instructions are available in the Curry School Admissions Office. The Curry Admissions Office announces deadline dates each year. Students are advised to submit their applications well in advance of the deadline date.

**Program/Faculty/Student Communication**

Students are responsible for updating any changes in their names, addresses, or phone numbers by contacting the Program’s Administrative Assistant (Vickie Thomas) in Bavaro Hall, room 212. In order for faculty to maintain contact with students, each student must have a university e-mail account. Students who have a preferred personal e-mail account should either forward their university e-mail to that account or be sure to check their university e-mail accounts on a frequent and regular basis since most important notices and program matters will be sent to students via their university e-mail addresses.

There are times when faculty must communicate about confidential matters. Students are responsible for completing a Contact Information and Correspondence Distribution Form (see page 34) at the beginning of each academic year and anytime the information changes by submitting the form to the Program’s Administrative Assistant. This will let the program faculty and staff members know how to contact you if needed and whether students prefer to receive confidential information via e-mail, correspondence delivered by the US mail, or correspondence delivered in their student mailbox.

**Orientation**

A mandatory orientation is held for new counseling students before classes begin each fall semester (in August). All incoming students receive information about orientation in both their welcome letter from the Program Area Director, and then by follow-up e-mail from the Curry Admissions Office. Goals for orientation include: a) providing an overview of the Curry School of Education, the Department of Human Services, and the Counselor Education Program; b) introducing the faculty to the students and vice-versa; c) introducing new students to each other and to continuing students; d) introducing fundamental program values (e.g., the program stresses self-reflection, ethical behavior, cultural competency, and advocacy); and (e) distributing important program materials and forms.
Students with Special Needs

Students with questions about available services for students with disabilities should contact the Learning Needs and Evaluation Center (LNEC) at 243-5180 or 243-5180 (V/TDD). Students with a disability that requires individual accommodations should obtain a letter from the LNEC and should make an appointment with their instructors to discuss these accommodations.

As future counselors, counselor educators, and/or counseling supervisors, all students are responsible for their ethical behavior, both in clinical and professional settings. Students are expected to adhere to the most current American Counseling Association (ACA) Code of Ethics and to use this document as a guide to their behavior throughout their program. Violations of the ACA Code of Ethics and/or failure to take steps to rectify the violations are to be considered extremely serious and may result in termination from the program.

Job Placement

The staff members of the University Career Services Center assist students in seeking professional positions as they near graduation. Services available through the Center include resume and portfolio preparation advice, job listings, and interview coaching. Students should also tell the Counselor Education faculty members when they are looking for professional positions. If faculty members know students are searching, they will assist them in any way possible. In addition to writing letters of reference, professors often learn about job leads through informal communication with their colleagues. The professional friends and associates of faculty members can often help students find the positions they are seeking.

Professional Associations

Professional associations are vital to the productive professional life of counselors. Faculty members expect students to join appropriate associations. Membership dues are usually less for students, and members receive professional newsletters, journals, announcements of professional activities, updates about federal legislation and policies that have an impact on counseling services and on professional counselors, and opportunities to network. In addition, members are offered professional liability insurance at reduced rates.

Application forms for the American Counseling Association (ACA) can be obtained through ACA. ACA also has a number of divisions that focus on specialty areas (e.g., counselor education and supervision, group counseling, mental health, school, assessment, creativity in counseling, spirituality). You may access information about ACA and its divisions via the Internet at: http://www.counseling.org. You may also contact ACA at 5999 Stevenson Avenue, Alexandria, VA 22304-3300 or 1-800-347-6647.

The Virginia Counselors Association (VCA) is a state branch of the ACA. Similar to ACA, VCA has several divisions as well as local branches throughout the Commonwealth. Our local branch is the Jefferson Area Counselor Association. We encourage you to join VCA and JCA early on in your program. This is an excellent way to learn more about our profession and to become involved in issues and activities that can influence the delivery of counseling services in Virginia. You may access information about VCA and JCA via the Internet at: www.vcacounselors.org.
The American School Counselor Association (ASCA) is a national organization specifically for professional school counselors. ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school, and are prepared to lead fulfilling lives as responsible members of society. More information can be found at www.schoolcounselor.org.

The Virginia School Counselor Association (VSCA) is a state branch of ASCA. Similarly to ASCA, the VSCA supports the efforts of school counselors and school counselor educators in helping students achieve in school and life after school. This organization also focuses on providing members with support through professional development, advocacy, leadership, accountability, and collaboration. You may access more information at www.vsca.org.

ETHICAL CONDUCT

All students in the entry-level programs are responsible for behaving in an ethical manner throughout their training, and in both clinical and professional settings. Violations of the ACA Code of Ethics and/or failure to take steps to rectify the violations are to be considered extremely serious and may result in termination from the program.

As noted previously in this Handbook, students must read the American Counseling Association (ACA) Code of Ethics and meet with their advisors by October 2\textsuperscript{nd}. Although students are expected to adhere to the most current ACA Code of Ethics and to use this document as a guide to their behavior throughout their program, reading it is just the beginning of understanding professional ethics.

Being an ethical counselor involves understanding the underlying principles and values associated with the Code of Ethics, developing a set of beliefs that guide one’s everyday practice, being able to discern potential as well as realized ethical problematic situations, and having the character to stand by these when faced with challenging situations.

Examples of Potential Areas for Ethical Problems

Below are just a few of commonly cited problematic or challenging ethical issues faced by students. Please note that the terms “client” and “counseling” are used throughout but that the same information usually applies to supervisory relationships as well and that to help students gain the understanding they need to practice ethically, these and many more issues related to ethical practice are discussed in classes across the Counselor Education Program curriculum.

Client Confidentiality

Students are in the position of hearing information from clients, peers, and colleagues (e.g., at practicum/internship sites) that is meant to be held in confidence. Although it sounds easy to say that counselors are responsible for maintaining confidentiality of client information, this actually takes practice and thinking through the many ways that one might inadvertently disclose confidential information (e.g., discussing a client situation with a colleague while walking in the halls at school or sitting having coffee at a restaurant, leaving a file with a client’s name on a desk, etc.). Students should avoid discussing information about clients outside of individual and group supervision. Always err on the side of caution—remember that even when you do not use a client’s name, Charlottesville is a small city and someone may be able to figure out who you are talking about! Of course it is natural to want to share meaningful events (those that are particularly exciting as well as those that may be particularly
frustrating or confusing) with significant others in your life. Throughout the program, you will learn much more about ways to ethically share your own experiences and other critical issues about confidentiality.

Confidentiality of Information about Peers/Colleagues in the Program
Students are ethically responsible for increasing their self-awareness to best understand how their cultural background, personal experiences, beliefs, values, tolerance for ambiguity, actions and non-actions all influence their effectiveness as counselors, counselor educators, and/or supervisors. Throughout the Counselor Education program, students will engage in a variety of experiential activities designed to facilitate this type of awareness. Many of these involve disclosing personal information. It is important to treat this information in the same manner as information shared by clients. Always err on the side of caution and learn how to ethically share your own experiences without breaching the confidence of your peers!

Duty to Warn and Protect
A primary obligation of professional counselors is to protect the welfare of those they serve. Because of this, there may be times when students disclose information shared in confidence by clients, students, or supervisees. Whenever students are concerned about someone’s welfare, they should discuss this with their supervisors.

Informed Consent and Accurate Representation
Clients (and supervisees) have the right to understand the services they are to receive, who will be providing these services, and, in most cases, to give or deny consent for these services. Students are ethically mandated to tell clients that they are being served by students and that as students, you are working under supervision. In addition to clients knowing about students’ credentials, they must also understand the parameters of confidentiality (e.g., what is and is not confidential), the boundaries of their relationship with their counselors, what to expect in the process of counseling, and so on. This means that students must learn how to inform clients and assess clients’ understanding about these issues at the onset of counseling and throughout the counseling relationship.

Maintaining Appropriate Boundaries with Clients and Supervisees
Counseling and supervisory relationships can feel very intimate and it is essential for counselors to be clear about their roles and functions in these relationships. Students are responsible for learning about the various types of boundary issues that may be problematic in their professional relationships. Just a few examples of potential boundary issues include potentially mixing multiple social and/or business relationships with clients (e.g., a new adolescent client lives down the block from you whom you know, and “hang out” with the client’s parents), clients thinking of their counselors the same way they think of friends, clients offering gifts to counselors, bartering for services, and the limits of counselors’ self-disclosure with clients. Once again, these are issues of which students should be aware, talk to supervisees about, and try to prevent problems from occurring.

Recording Requirements
To assist both students and faculty members in meeting their ethical obligations, students are required to video and/or audio record (digitally) various activities such as role plays with classmates, counseling
sessions, and supervision sessions. There are specific recording requirements for several courses and these are delineated in the course syllabi.

There are several reasons that recording is required:

- Faculty members and supervisors have an ethical responsibility to monitor services provided and to ensure that these are consistent with “best practices” in the field, promote the welfare and growth of those being served, are ethically sound, and are delivered in a way that responds to all legal requirements.
- Supervisors are responsible for facilitating the professional development of students, including helping them identify their strengths as well as areas for improvement and how their personal experiences and issues may be influencing their work. Results of supervision research indicates that these responsibilities cannot be adequately met without direct observation of work samples; that relying on "self-report" of supervisees is not a reliable way for either supervisors or students to gain a full, comprehensive view of a counseling session.
- Sessions are intended to be an instructive tool leading to reflection and planning by students about what they are doing well, the ways that they need to improve, and the types of learning experiences they need to be the most effective in their work with clients from diverse cultural backgrounds. To use recorded sessions as an instructive tool, faculty and supervisors expect that students will review their tapes before supervision sessions, identify specific areas of strength and weakness, use these discoveries to develop professional, and at times, personal development goals, and discussion their reflections with supervisors.

**STUDENT EVALUATION POLICIES**

Students who enter the Counselor Education Program at the University of Virginia will be evaluated throughout their graduate program both for the benefit of students and to ensure that graduates of the program are prepared to participate as counseling professionals. Following is information about how students are evaluated.

**Faculty Evaluation of Students’ Fitness and Performance**

The Counselor Education Faculty evaluates students’ fitness and performance on an ongoing basis in the following areas: academic program standards, clinical performance, and non-academic program standards. These standards are explained below. Faculty members make judgments as to students’ fitness and performance based on observations of coursework, evaluations of students’ work in simulated practice situations, supervisors’ evaluations of students’ clinical skills and students’ adherence to the American Counseling Association’s Code of Ethics. Students’ personal characteristics related to professionalism are reviewed by faculty using the Personal Characteristic Review Form (PCRF). A series of formal evaluations are conducted at key stages of the student’s education such as at biannual staff meetings for all students. Faculty members seek to identify additional help students may need to be successful and to recognize outstanding achievements of students in their work. All students receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by her/his grades or faculty members raising a concern about an item(s) on the PCRF, at minimum, the faculty advisor meets with the student to discuss the evaluation. The Program Director may be asked by faculty to meet with the student and the faculty advisor and/or to initiate the appropriate action specified in the Student Remediation and
Retention/Dismissal Procedures.

1. Academic Program Standards
   - Students should aspire to make A’s & B’s in their courses. In addition, students must obtain satisfactory (S) grades in practicum and internship courses. The lowest passing grade for degree credit is B-. Please refer to the Standards for Satisfactory Performance in Graduate Programs in the Graduate Record.
   - Students must maintain a 3.0 GPA; complete their program in a timely manner in compliance with all program, Curry School of Education, and University policies and procedures; take the appropriate sequencing of coursework; demonstrate creative problem solving, critical thinking skills and intellectual flexibility; progress in career role by developing areas of specialization, practice, and appropriate professional affiliations.
   - All M.Ed. candidates in Counselor Education must satisfy the Curry School of Education comprehensive examination requirement near the conclusion of coursework.

2. Clinical Performance
   Students are evaluated on their ability to: (a) integrate theory and research to guide clinical practice; (b) progress in ability to work with clients including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; (c) maintain all clinical documentation in an appropriate and timely manner (d) integrate multicultural awareness, knowledge, and skills into professional interactions; (e) establish professional interactions with clients, supervisors and colleagues; and, (f) maintain professional ethics.

3. Non-Academic Standards
   In addition to maintaining high scholastic standards, students enrolled in the School Counseling Specialty Area must develop skills necessary to work effectively with people with diverse needs. Members of the Counselor Education faculty expect prospective counselors to:

   - be committed to personal growth and professional development,
   - be concerned about other people,
   - demonstrate emotional and mental fitness in their interactions with others, and
   - demonstrate the ability to give constructive feedback and receive, integrate, and utilize feedback from peers, faculty and supervisors.

Further, students are expected to adhere to the Code of Ethics published by the American Counseling Association. A student’s acceptance in the Counselor Education Program does not guarantee her or his fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue their program.

4. Professional Impairment
   On rare occasions, faculty members become concerned about a student’s suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work. For example, a student’s personal characteristics (e.g., the way in which the student interacts with others) may be rated as a concern on the PCRF (see page 41). In such instances, the program faculty members have adopted specific policies and procedures (Please see Remediation Procedures, and Probation Procedure, page 42) in order to fulfill the program’s professional responsibility and to protect the rights of students. Examples of behaviors that evidence professional impairment may include the following and are not intended to be exhaustive:
• violation of professional standards of ethical codes;
• inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
• behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
• interpersonal behaviors and interpersonal functioning that impair one’s professional functioning; and
• inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions Following Manifestations of Professional Impairment
This list contains possible examples of actions following manifestations of professional impairment and is not intended to be exhaustive.

• a formal reprimand
• recommended personal counseling
• an unsatisfactory grade in a skills-based course with the requirement that the course be repeated
• reduced practicum or internship caseload
• required additional coursework, practicum, or internship
• increased supervision (e.g., more frequent supervision meetings, more than one supervisor, more extensive use of video or audiotapes)
• formal probation
• leave of absence
• encouragement to withdraw from the program
• formal dismissal from the program

Student Remediation, Probation, and Dismissal Procedures

The members of the Counselor Education faculty endorse the American Counseling Association Code of Ethics that states counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to: consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program; support students in obtaining remedial assistance; and, assure that students have adequate recourse to address decisions made.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student’s ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. This should be done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences formal remediation procedures may be implemented as delineated after the Personal Characteristics Review Form.
Personal Characteristics Review Form (PCRF) *

Student ___________________________________________  Semester/Year _______________________

Faculty ____________________________________________

**Evaluation Criteria**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>1.</td>
<td>The student behaves in accordance with the Code of Ethics of the American Counseling Association and the American School Counseling Association Ethical Standards for School Counselors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The student demonstrates the ability to collaborate respectfully with faculty, colleagues, and others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates academic and professional integrity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The student demonstrates awareness of personal limitations that inhibit professional development and service to clients/students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The student demonstrates awareness of one’s own personal behaviors that interfere with professional relationships and the learning environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The student demonstrates ability to regulate emotions and behavior in interactions with faculty, colleagues, and others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The student demonstrates awareness of her/his own belief systems, values, and needs and takes appropriate precautions to avoid imposing these on others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The student respects the rights of individual to privacy, confidentiality, and choices regarding self-determination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The student demonstrates respect for cultural and individual differences in their professional interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The student demonstrates necessary interpersonal skills (e.g., recognize how words and actions impact others, respectful listening).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The student demonstrates professional behavior (e.g., timeliness, appropriate dress, completion of paperwork, etc.).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

*Adapted from work created by Southwest Texas State University Counseling Program.*
Remediation Procedures

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of probation and/or enforced withdrawal from the program will be initiated. These procedures are followed to insure that the rights of the student and the integrity of the program can be protected in the process.

Step 1
When a determination is made by a faculty member that an educational, clinical, or professional related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. They will meet to discuss the problem and try to outline, verbally and in writing, ways to correct or rectify the problem. This interaction process should allow the student ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed.

Step 2
If the problem continues, the advisor again will discuss the problem with the student. A meeting will then be held with the student's advisor, the program director, the student, and the concerned faculty member as appropriate. The meeting date will be set so that the student will have the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to determine whether the problem needs to be addressed by the program core faculty and relevant adjunct faculty.

Step 3
If during the meeting with the advisor, program director, and student it is determined that the problem should be brought to the entire program faculty, a meeting of the faculty will be called. The student will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting in writing. The faculty will vote to decide whether further remediation is required and/or the student should be placed on probation or the student should be dismissed from the program. These actions require three quarters of the faculty present at the meeting be in agreement. The program area director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond orally and in writing to the recommendation.

Step 4
The program faculty will review the student’s oral and written response to the action decided in step three and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the action taken in step three will be considered as final. A vote to reconsider may be passed by a majority of the program faculty. Final disposition of the reconsideration requires a three quarter vote. The student will be informed of the meeting at least one week in advance and will have the opportunity to provide additional information or evidence to the faculty. The program director and the student's advisor will notify the student, in writing, of the final decision made by the faculty. Appeals may be made to the Associate Dean for Academic & Student Affairs.

Probation Procedure

Whenever a student is placed on probation, the advisor will meet with the student and provide in writing the following information:
• A behavioral description of the problem;
• Possible courses of remediation;
• Criteria stated in behavioral terms for ending the probationary status;
• A time frame for meeting these criteria;
• A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation); and
• A detailed description of the consequences of not meeting criteria within the time frame.

An attempt will be made to clarify all of these points with the student so there is an understanding on the student's part of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:
• Return the student to full graduate status;
• Continue the probation (which would necessitate preparation of another set of recommendations as specified above); or
• Terminate the student's program (enforced withdrawal)

The program area director will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and in writing to this recommendation.

Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the program director and appropriate faculty will meet with the student and provide both orally and in writing the following information:

• Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
• A summary of the appeal options available to the student.

An attempt will be made to clarify all of these points with the student so there is an understanding on the student's part of the reasons for the termination decision and the options available to her or him for appeal. The termination decision will be forwarded by the program director to the department chairperson and the Associate Dean for Academic and Student Affairs for the School of Education. Alternative career paths and options will be discussed with students who are asked to leave the Counselor Education Program in order to aid in the transition.

STUDENT EXPECTATIONS OF FACULTY

We have provided a lot of information about expectations that faculty have of students. Students can expect faculty to:

• Adhere to the ACA Code of Ethics
• To reply to emails within a reasonable time frame, (usually) two working days or 48 hours, barring travel and/or unforeseen circumstances.
• Make time to meet with students. Dropping by the office and not finding faculty does not mean they are not available. It is important to also try to contact faculty through email and attempt to make an appointment. Please remember that in addition to teaching, faculty members are conducting research, meeting with colleagues, providing service at the international, national, state levels, and so on. Because students are on “block” schedules, barring emergencies, it may take some time to coordinate schedules and find a mutually agreed upon meeting time. However, please do NOT apologize for seeking assistance or consultation. Meeting with students is one of the responsibilities of a faculty member.

• Be prepared for class.
• Set high standards for academic performance, professional behavior and personal development.
• Provide support for students to achieve these standards.
• Respect students as individuals and as developing counselors.
• Be involved in regional and national professional organizations, thus contributing to the programs’ and individual’s regional and national visibility.
• Conduct research and publish the findings.

FEATURES OF THE COUNSELOR EDUCATION PROGRAM

Personal and Career Development Center (PCDC)

The Counselor Education Program operates the Personal and Career Development Center as part of its training program. The mission of the PCDC is three-fold: to provide training for graduate-level counseling students, to provide assessment and counseling services and a venue for research projects. Counselor Education faculty and students provide services using the Sheila Johnson Center Counseling Rooms. People typically seek counseling for personal growth or development, as well as when they experience problems associated with career-life planning, interpersonal and family relationships, coping with life transitions, grief/loss, anxiety, and depression.

Sheila Johnson Center (SJC) Counseling Rooms

There are individual counseling rooms at the SJC. Each room is equipped for video recording from a central location. Some rooms are connected to a room that allows for live observation of counseling sessions. Live supervision of students’ counseling sessions may be conducted from a private observation room. In addition, the SJC has rooms large enough to comfortably seat eight-ten group members, along with the appropriate equipment. It is equipped with video and audio equipment so sessions may be recorded. There is a central location for students to view sessions.

Student Directory

A directory of currently enrolled Counselor Education students is available to students and faculty shortly after the beginning of each academic year. The directory contains the names, e-mail address, and telephone numbers of current Counselor Education students as listed in the University directory.
Counselor Education Student Organization (CESO)

CESO's goal is to create a sense of community amongst Counselor Education Program students, faculty, and staff. Counselor Education students and faculty members interact regularly throughout the year. Students participate in interviews of candidates for faculty positions, serve as members of committees, and function in other ways as integral members of the Counselor Education Program.

Rho Beta Chapter (UVA) of Chi Sigma Iota International Counseling Honor Society

The Counselor Education program at the University of Virginia sponsors the Rho Beta chapter of Chi Sigma Iota, an international counseling academic and professional honor society. The Chapter designation, Rho Beta, honors Richard Beard, a deceased professor emeritus. Chi Sigma Iota membership is open by invitation to Counselor Education students who meet established standards of excellence in scholarship and demonstrate a commitment to the counseling profession and to their own professional development (e.g., maintain a minimum of a 3.5 grade point average, become involved in professional associations and student organizations, attend professional development workshops and conferences, and advocate for legislation and other forms of policies that improve services to clients and that promote the counseling profession).

FORMS

Following are forms referred to earlier in this Handbook. These include the:
(a) Student Agreement Form (parts one and two)
(b) Contact Information and Correspondence Distribution Form
(c) M.Ed. School Counseling Program of Study

*The Personal Characteristics Review Form can be found on page 26.*
Welcome to the University of Virginia Counselor Education Program. As you begin your professional journey, please know that the Counselor Education faculty members are committed to offering a program of graduate study that will lead to your professional and personal growth that ultimately will benefit the diverse consumer groups you may serve. The professional positions that students prepare for require individuals who are people-oriented, patient, good communicators, can tolerate ambiguity, can effectively work with people from diverse cultural backgrounds, and possess the capacity to handle themselves in unclear interpersonal situations that can be addressed in multiple ways. Because of this, the course content and experiential activities involved in the Counselor Education Program are designed to afford you the opportunity to advance your intellectual, professional, and personal development and functioning. For example, you will be strongly encouraged to thoroughly research topics and analyze what we do and do not know about the counseling process and how it is that we “know” this information (e.g., is there research to support what we do). In addition, throughout your program, faculty members, supervisors (post-doctoral, faculty, and site-supervisors), peers, and clients (students) will provide you with feedback concerning your academic, personal, and professional performance. You will be expected to deal with this feedback in a mature and professional manner and explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to effectively function as a professional counselor or counselor educator and supervisor. We provide detailed information on this in the Counselor Education Student Handbook. Please review it carefully and talk with your advisor about any questions you may have.

As a student in the Counselor Education program, you will be required to participate in personal reflection, value assessment, and self-growth activities. Some examples of types of activities include, but are not limited to, assuming a client role for another student for short or extended role plays, keeping a journal that helps you explore how your personal strengths and issues influence your professional work, and observing or participating in situations that expose you to cultures different from your own. In addition, as part of a class in-group counseling, students are required to participate in a group that is facilitated by someone other than the course instructor. It is important to know that these activities may bring to light things that you like and do not like about yourself and may affirm or challenge your current beliefs, which may be uncomfortable. In addition, since we do not change in a vacuum, the self-growth nature of the counseling profession and our program may have an impact on your personal relationships. It may be helpful to know that it is not unusual for students to seek personal counseling during their program, and services are available to all students at University Student Counseling and
Psychological Services (CAPS, 924-5556). CAPS is located at the Elson Student Health Center.

You received a copy of the Counselor Education Student Handbook at orientation that describes our programs, courses, requirements, and the policies as of August 2015. It is your responsibility to review the handbook and to discuss any questions that you might have with your faculty advisor. Please note that although the handbook is comprehensive, it is impossible to include information about every possible situation that may arise for all students while they complete their course of study. It is therefore essential to work closely with your faculty advisor throughout your program to be sure that you have the most current information and as you plan your graduate program, enroll in courses, and make arrangements for field placements and graduation. Because of this, we require all students to review the Counselor Education Student Handbook and to meet with their advisors to discuss any questions that they may have by October 2, 2015. In addition, because all Counselor Education students are expected to adhere to the most current edition of the American Counseling Association’s Code of Ethics, you must review the Code of Ethics presented in your classes.

You will see two forms attached to this page. The first is Part Two of the Student Agreement and the second is a form to let the Program faculty and the secretary know where you would prefer to receive future information and correspondence. Keep the first page for your own records and complete the attached forms, and give them to your advisor to be reviewed and signed, and then submit them to the Counselor Education office where they will be placed in your student folder.

Again, the Counselor Education faculty members welcome you to the program. We look forward to working with you!
Counselor Education Program
Student Agreement: Part Two

I, ________________________________________________ (student’s name) have read the Counselor Education Program Student Agreement: Part One and the Counselor Education Student Handbook. In addition, I have reviewed the most current edition of the American Counseling Association’s Code of Ethics. I understand that the Counselor Education faculty members are committed to providing course content and experiences that are designed to help me develop the knowledge and skills I need to become an effective and ethical school counselor. I also am aware that the faculty has the right and responsibility to monitor my academic and professional behavior and my personal behavior in relation to my professional work.

I have reviewed the requirements for the Counselor Education program and have met with my advisor to discuss any initial questions I may have. I agree to fully participate in the courses and requirements delineated in the Counselor Education Student Handbook. I also agree to abide by the policies set forth in the Handbook and to consult with my advisor as I progress through my program of study.

___________________________________________  ________________________
Student’s Name (print)  Date

___________________________________________  ________________________
Student’s Signature  Date

___________________________________________  ________________________
Faculty Advisor’s Name (print)  Date

___________________________________________  ________________________
Faculty Advisor’s Signature  Date

Return to Vickie Thomas, Counselor Ed Administrative Assistant, by October 2, 2015.
University of Virginia
Counselor Education Program

Contact Information and Correspondence Distribution Form

Name: ________________________________________________________________

Address: __________________________________________________________________
_______________________________________________________________________

Home Phone: _______________________   Work Phone: _________________________

Cell Phone: ___________________________

You may leave a message at:    ☐ Home    ☐ Work    ☐ Cell

My UVA e-mail address is: ____________________________

When the Program staff or faculty members communicate with me through confidential correspondence, I would prefer that: (Please check the appropriate option below)

☐ You deliver all “hard copy” correspondence and other information to my mailbox in the Human Services Department Suite, Bavaro Hall 212A.

☐ You mail confidential paper correspondence to the address noted above and put all “general” correspondence and information (e.g., announcements) in my mailbox in the Human Services Department Suite. I understand that if I select this option, I am responsible for informing the Counselor Education Program Administrative Assistant of any changes in my mailing address and that it may take a few days to receive information via the U.S. mail.

☐ You e-mail a PDF file of any confidential paperwork to me at my UVA e-mail address.

Please complete this form and return it to the Counselor Education Program Administrative Assistant, Vickie Thomas, in Room 212 of Bavaro Hall by 4:30pm on Friday, August 28, 2015.

___________________________________________  ______________________
Student’s Signature                          Date

Note: if you move, get married and change your name, etc., please be sure that you update this form for the program, and that the University Registrar and the Curry School of Education Admissions Office also have your current contact information.
Counselor Education School Counseling Programs
Program of Study
Effective August 2015

Student’s Name ___________________________  ID# ____________________
Faculty Advisor’s Name ___________________________  Date ______________

M.Ed. School Counseling Program

Transfer Credit: A maximum of six-semester hours may be transferred from another accredited institution. Courses must be less than five years old.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>University</th>
<th>Grade</th>
<th>[Sem. Credits]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Foundational Courses (31 credit hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 5160</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLF 7180</td>
<td>Tests &amp; Measurements</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7210</td>
<td>Intro to the Counseling Profession</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7220</td>
<td>Intro to Career Interventions</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EHDS 7230</td>
<td>Theories &amp; Techniques in Cslg</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7240</td>
<td>Group Counseling Procedures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7270</td>
<td>Research in Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7290</td>
<td>Essential Counseling Skills</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7291</td>
<td>Essential Counseling Skills Lab</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 7300</td>
<td>Multicultural Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 8240</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Specialty Courses (24 credit hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHS 8310</td>
<td>Intro to School Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 8340</td>
<td>Counseling Children &amp; Adolescents</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 8290</td>
<td>Practicum in School Cslg</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 8982</td>
<td>Individual/Triadic Supervision</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDHS 8390</td>
<td>Internship in School Cslg</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advisor-Approved Electives (minimum of 3 credit hours)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Total Hours = _______________
M.Ed. School Counseling
Program of Study: Page Two

Practicum*
Dates: ________________________________
Site: ________________________________
Site Supervisor: ________________________________
Total Hours Completed: __________ (minimum 100 hours)
Direct Contact Hours: __________ (minimum 40 hours)

Internship*
Dates: ________________________________
Site: ________________________________
Site Supervisor: ________________________________
Total Hours Completed: __________ (minimum 600 hours)
Direct Contact Hours: __________ (minimum 240 hours)

Master’s Comprehensive Exam Completed: __________ (Date)

I, ________________________________ (student’s name) reviewed my program of study with my advisor on ________________ (date).

Student’s Signature: ________________________________

Advisor’s Signature: ________________________________

*Students must complete field experiences in both K-6 AND 7-12 (middle or secondary settings).