

Alumni Survey Report
Counselor Education - School Counselor
Fall 2012

Question	n	Mean	StdDev	Excellent		Good		Fair		Poor		No Prep	
				N	%	N	%	N	%	N	%	N	%
Appreciating the roles and responsibilities of the profession	56	4.536	0.6596	34	61%	19	34%	2	4%	1	2%	0	0%
Understanding professional and ethical standards in your area of expertise	56	4.696	0.5695	41	73%	14	25%	0	0%	1	2%	0	0%
Creating an environment that encourages the academic growth of all students	56	4.464	0.6866	31	55%	21	38%	3	5%	1	2%	0	0%
Creating an environment that encourages the personal growth of all students	56	4.625	0.5897	38	68%	15	27%	3	5%	0	0%	0	0%
Creating an environment that encourages the social growth of all students	56	4.536	0.6596	35	63%	16	29%	5	9%	0	0%	0	0%
Creating an environment that encourages the career growth of all students	56	4.125	0.8541	23	41%	18	32%	14	25%	1	2%	0	0%
Creating an environment where all students can be successful	56	4.589	0.5318	34	61%	21	38%	1	2%	0	0%	0	0%
Creating an environment where diversity is celebrated	56	4.536	0.6866	35	63%	17	30%	3	5%	1	2%	0	0%
Planning programming and/or classroom guidance based on diverse student needs	56	4.321	0.7412	26	46%	23	41%	6	11%	1	2%	0	0%
Planning counseling based on diverse student needs	56	4.25	0.6396	20	36%	30	54%	6	11%	0	0%	0	0%
Using ethical standards when planning for and delivering services	56	4.607	0.5284	35	63%	20	36%	1	2%	0	0%	0	0%
Using professional standards when planning for and delivering services	56	4.732	0.4469	41	73%	15	27%	0	0%	0	0%	0	0%
Implementing a comprehensive school counseling program or student affairs program	56	4.357	0.6988	27	48%	22	39%	7	13%	0	0%	0	0%
Understanding various ways to promote student academic success	56	4.179	0.7162	20	36%	26	46%	10	18%	0	0%	0	0%
Understanding various ways to promote student personal success	56	4.429	0.7099	31	55%	18	32%	7	13%	0	0%	0	0%
Understanding various ways to promote student social success	56	4.321	0.6904	25	45%	24	43%	7	13%	0	0%	0	0%
Understanding various ways to promote student career success	56	4.054	0.7959	18	32%	24	43%	13	23%	1	2%	0	0%
Delivering relevant programming	56	4.393	0.679	28	50%	22	39%	6	11%	0	0%	0	0%
Using a broad range of counseling strategies for serving diverse student populations	56	4.268	0.7004	23	41%	25	45%	8	14%	0	0%	0	0%
Integrating technology into your professional work	56	3.732	0.9628	13	23%	21	38%	17	30%	4	7%	1	2%

Excellent(5), Good(4), Fair(3), Poor(2), No Prep["Did not receive any preparation"](1)

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				N	%	N	%	N	%	N	%	N	%
Using school, community, and related contexts to plan programs that reflect the diversity of students and their prior experiences	56	4.089	0.6948	15	27%	32	57%	8	14%	1	2%	0	0%
Evaluating overall program effectiveness	55	4.345	0.6997	25	45%	25	45%	4	7%	1	2%	0	0%
Assessing student needs	55	4.418	0.6856	28	51%	23	42%	3	5%	1	2%	0	0%
Assessing student academic outcomes	55	4.255	0.6997	21	38%	28	51%	5	9%	1	2%	0	0%
Assessing student personal outcomes	55	4.273	0.8267	25	45%	22	40%	7	13%	1	2%	0	0%
Assessing student social outcomes	55	4.218	0.832	23	42%	23	42%	8	15%	1	2%	0	0%
Assessing student career outcomes	55	3.782	0.9367	13	24%	22	40%	16	29%	3	5%	1	2%
Using assessment results to inform and adjust practice	55	4.382	0.8276	31	56%	16	29%	6	11%	2	4%	0	0%
Using current research to inform practice	55	4.455	0.633	29	53%	22	40%	4	7%	0	0%	0	0%
Using critical thinking skills to inform practice	55	4.509	0.5733	30	55%	23	42%	2	4%	0	0%	0	0%
Engaging in reflective practice	55	4.6	0.6555	38	69%	12	22%	5	9%	0	0%	0	0%
Collaborating professionally with colleagues and other relevant individuals	55	4.673	0.5791	40	73%	12	22%	3	5%	0	0%	0	0%
How would you describe the overall preparation for teaching you received at VCU?	55	4.636	0.4855	35	64%	20	36%	0	0%	0	0%	0	0%

Excellent(5), Good(4), Fair(3), Poor(2), No Prep["Did not receive any preparation"](1)

Background and Professional Information*

In what year did you graduate from the School of Education?

1974	1
1984	1
1993	1
1993	1
1997	1
2000	1
2003	1
2007	6
2008	9
2009	9
2010	12
2011	12
2012	7

What is your primary responsibility in your current position?

Professional school counselor	36
Classroom teacher	4
Division level administrator	1
Higher education administrator	3
Student affairs professional	4
Other counseling agency	3
Other	3
Not currently employed in education	8

* Candidate responses to Professional Information questions precede responses to program quality questions in the survey; therefore, the N for professional questions year may exceed the N for program quality questions.

Background and Professional Information*

With which school level do you primarily work? Please check ALL that apply.

Birth to age 5	1
Elementary	17
Middle	9
Secondary	23
Community College	2
University or four year college	8
Educational Organization	1
Other	1
Not currently employed in education	8

Which categories best describe your school or setting? Please check ALL that apply.

Urban	12
Suburban	33
Rural	10

Which categories best describe your school or setting? Please check ALL that apply.

Private	5
Public	27
Title I	7

In what geographical location do you currently work?

Within the Commonwealth of Virginia	54
Outside the Commonwealth of Virginia	7

* Candidate responses to Professional Information questions precede responses to program quality questions in the survey; therefore, the N for professional questions year may exceed the N for program quality questions.

Background and Professional Information*

In what school division do you currently work?

Arlington	1
Augusta	1
Caroline	2
Charlottesville	1
Chesterfield	12
Culpeper	1
Fairfax	2
Hanover	4
Henrico	10
King George	1
New Kent	1
Spotsylvania	1
Stafford	1

* Candidate responses to Professional Information questions precede responses to program quality questions in the survey; therefore, the N for professional questions year may exceed the N for program quality questions.

What do you see as the major strengths of your program at VCU School of Education?

*direct and concrete theory to practice approach *focus on guided reflection
1) The program diversity and emphasis on multicultural counseling. 2) The individual supervision and feedback from faculty in the practicum and internship courses.
1. Great faculty members 2. Connections to school counseling professionals in the Richmond/Metro area.
Balance of practical skills and theory
Cacrep accreditation, great reputation in the area, preparation for the school counseling field, 600 hour internship, emphasis on professional development.
Case studies, examples of real-life situations one might face in the counseling role.
CLED 610, CLED 621
Definitely, definitely the techniques and the constant practice (and feedback I received) using them.
Diversified collection of courses
Diversity in Counseling course
Emphasis on data, teaching based on ASCA standards and VSCA Program Manual, professors and somehow all of the students are great people
Faculty and teachings
faculty expertise faculty accessibility selected texts/varitety of coursework size of classes encouragement of continued education/professional organizational involvement quality of teaching; variety of teaching methods (hands on/interactive approach)
GRIPs, data collection, Counseling Practices, Theories, Lesson Planning
Hands-on experience working in schools, competitive education
Haven't been in the program for soooo long but I remember having to learn soooooo much on the job since my internship only covered a small piece of what a counselor does. I know the hour requirements are much different now, so that may help.
I absolutely loved my time at VCU. The major strengths of the program lie in the accessibility and experience of the professors. Hearing from well-rounded professionals with a wealth of diverse experiences helped me better understand the school counseling vocation. All of my professors were extremely engaged and invested in my learning.
I believe the quality of the teaching is a major strength.
I enjoyed the hands on approach to learning in the CLED classes at VCU (role play, group activities, projects, being a mentor, etc..).
I found my classes provided me with up to date and current infomation regarding school counseling. I also found that many of the classes provided me with many practical ideas for getting my counseling program off the ground.
I think the program graduates counselors who are very well-rounded and knowledgeable. I have seen a huge difference in the professionalism, knowledge, and desire to make a difference with students from VCU graduates than counselors who came from a different program. Makes me happy to be a ram!
I thought that certain classes, such as the Studentville (High School Counseling) course and the Middle & Elementary School Counseling class to be extremely helpful because they focused on things that I use constantly as a counselor. Practicum and Internship are also very beneficial because of the hands on experience; however, I think it is important to stress that students also do the scheduling and more paperwork side of work because it is an important part of the job. And as long as it is done correctly you can have a great counseling session with a student while doing these tasks.

What do you see as the major strengths of your program at VCU School of Education?

I was prepared to be a school counselor in the areas of my choice.
Internship and placement experiences
It was a smaller, newer program when I was going through and it made me feel very valued and close to my classmates. I feel like we were expected to & did get a lot of hands-on experience, which helps a lot in the field of education. Classes were small (less than 15 students, usually), so that made interaction with the professors frequent and personalized.
It was small enough to receive one on one attention but large enough to get different perspectives from other teachers and students.
Outstanding professors, wonderful professional relationships with school districts, strong connections with all professional counseling organizations, academic rigor that prepares students well for professional counseling positions in k12 schools as well as colleges and universities.
Personal, one-on-one Team approach
Preparation for work as a counselor, specifically in counseling techniques, classroom, group and individual settings. Great attention to the details of ASCA and multitasking.
Prepared to implement a comprehensive school counseling program.
Professors
Professors and real world experience required
Several opportunities for on-site, practical experience and network building.
small classes, lots of opportunity to be in schools
Strong Counseling Curriculum - Strong Alumni Network
The biggest strength of the program was the networking factor. Because everyone is so closely related in the field of school counseling, and nearly every school counselor in the Richmond area attended the VCU counseling program, the program served as a wonderful way to meet and connect with colleagues.
The faculty and accreditation level. Additionally, the introductory counseling course, multicultural counseling course, group counseling course, and practicum and internship experiences were very strong and helped to shape me as a professional school counselor.
The faculty; The connection to the community/county schools
The networking is fantastic and the students within the cohorts develop great relationships.
The opportunity to complete internships/practicum experiences in all three levels of public schools - elementary, middle, and high. A majority of the professors work/worked in the schools, so they have great real-life examples and experiences to share.
The opportunity to gain experience through internships.
The professors, and the assignments that gave us a glimpse of what we would encounter in the profession.
The program is well known, but beginning to lose its stellar reputation. Dr. Leone is still teaching!
The program was very flexible and worked with me since there was not a track for higher education, which was what I wanted to work in after graduation.
The staff
The strengths at the VCU SOE are by far the full-time faculty. Those instructors had so much real-world knowledge and were able to pass along their experiences.
The thoroughness of the curriculum, the professionalism of the professors, and the opportunities for field experience.

What do you see as the major strengths of your program at VCU School of Education?

Theory, practical experience, internship placement
Understanding the school counseling profession
VCU provided solid instruction in individual, small group and classroom guidance, also offering sound practicum and intern experiences.
Well connected with local school systems. Great internship experience.

What do you see as the major areas in need of improvement for your program at VCU School of Education?

1) Looking back I wish we would have had an advanced techniques class as an elective option or even a required course. 2) Assessment and accountability are so heavily emphasized in the program yet the professor who taught my Assessment class didn't seem to take the class seriously.

1. Focus on counselor's role in the child study process. 2. Counseling exceptional students (gifted, special education, etc) 3. There was a class on counseling the cultural diverse, however if it wasn't for me taking this class I wouldn't have received training in this area. 4. Real world applications- role of counselor in typical school functions- scheduling, credit checks, transcripts, etc.

504/Child study role in school,

Academic needs and growth of students

Add classes for the LPC or an LPC track. Don't offer classes such as groups during the summer when there are limited opportunities in the community to use those techniques and skills. Some of the weakest classes, Assessments, Groups, and Careers have all seen new professors added which will hopefully elevate these classes to an acceptable graduate level (I am taking them again, in my post-masters program, because I felt so underprepared in these areas).

As with many degree programs, internships truly don't give you an idea of what truly goes on, on a daily basis. Fall/Spring issues are totally different....i

Assessment class could be more specific to field of school counseling and include diagnostic piece and common testing instruments used in school settings, techniques class or elementary middle school counseling class to incorporate more play therapy or impact therapy approaches and creative counseling techniques, more emphasis on cutting off and focusing individual counseling sessions and less reflection to encourage meaningful outcomes for both counselor and client given the limited amount of time in the school setting, inclusion of 'one session' individual counseling sessions most often found in school counseling settings in techniques class to assist in preparing counselors to structure and focus a session and call on knowledge of techniques quickly and effectively to produce a meaningful outcome.

Be more realistic about the reality of job shortages and have many discussions about backup options and other résumé building experiences.

Better choice of EDUS electives

Communication. My graduating class was promised and told several things that were not true regarding accreditation. No one seemed to know what was going on and it was often confusing.

Covering more 504 and IEP information

Creating flexible programs for practicum and intern students who are currently full time employees in a school system. The double semester internship is a great way to go for those completing this task, but even though I completed all of my hours, I feel I was penalized for not taking time off to complete my internship.

Ensuring that the students in the PreK-12 have an opportunity to experience all 3 levels of education.

Explaining a realistic day in the life of a school counselor before practicum and the internship

explore the development of a PhD program

Getting us jobs after graduation!!!!

I believe the Counselor Education Program to be outstanding.

What do you see as the major areas in need of improvement for your program at VCU School of Education?

I believe the department needs to better meet the needs of the students and implement a broader field of study/information to include the counseling field beyond the school only setting.
I think the techniques class could have been expanded. Maybe advanced techniques or special topics in techniques could be an elective.
I was surprised by the amount of 'other' skills a counselor needs in order to be prepared for their job. Knowledge of how schools are run (not just counselor's duties) would be helpful.
I wasn't prepared for the amount of paperwork.
I wish that we had more exposure to community resources so that I could have been better educated when making referrals those first few years. I also would have liked a class that focused on specific intervention suggestions for common issues such as school refusal, separation anxiety etc.
It could be beneficial to have focused on school programing software and scheduling, the specifics for RAMPing a counseling program (not just the components), and to have an elective course option of crisis counseling/brief solution focused/motivational interviewing, because I do use these quit frequently.
It seemed a little unorganized when it came to advising. When I was suppose to speak with my advisor I was passed around a little, but I think it is figured out now.
Just continued development of the higher education track (I often had to figure out how to make an assignemetn relevant for my track- i.e.- doing a project about the SOLs or creating GRIPs, while interesting and perhaps involving transferrable skills, I wish I had learned more about higher ed standards/practices, the CAS standards/accreditations procedures for higher ed, etc. Other than this, absolutely LOVED the program and felt very prepared.
More classes/experiences to tie in parental involvement. I took a parent-relations class which was helpful, but it was an elective. I think classes like this should be mandatory for school counselors.
More emphasis on the major role of TESTING in the public schools.
More professor interaction with internship supervisor.
More training on suicide risk assessment
Most of the faculty has experience in the content area in which they are teaching, however, I was disappointed in the career course because it was an interest of mine but the assignments and activities during the instructional time did not seem relevant. It was the one course that really fell short in regards to how confident I was in gaining competency.
need some kind of class of behavior/classroom management for counselor ed students
Needs to be more realistic
None
none
Not sure? Maybe the Assessment/Methods course.. I wasn't crazy about the professor I had.

What do you see as the major areas in need of improvement for your program at VCU School of Education?

Outlining what you can do with a M.Ed in Counselor Education. Notifying and guiding students who may want to eventually get their LPC or further their counseling credentials with what steps to take and what they should or could be doing through grad school to align their goals. For example, I had in mind I eventually wanted to get my LPC and I was always told I could do it just as easily after I graduated as I could if I started the process during grad school. I tried to start the process of getting my residential hours and found out if my internship supervisor would have had her LPC (at that time Dr. Leone did, but my internship supervisor did not) I could have counted the 900 hours of my internship towards the 4000 hours I need for my LPC. This was very frustrating and made me wish I would have just gotten my LPC while I was also getting my masters so that I can go further in the counseling career.

Practicum and Internship: class content/assignments, methods of feedback, preparation before going into schools

Preparation for job market, more opportunities to network with potential employers

Require all school counselors to take a class related to diversity and multicultural counseling. This may be required now, I'm not sure, but was not when I took classes.

Shadowing experience and more real world experience in the schools that will better prepare for future (such as reviewing transcripts, completing credit count sheet, other administrative aspects of the field)

Some if the classes' content could be adjusted

The classes did not teach me what to expect in my current position. I felt that my experience with the courses did not prepare me for my current position. The intro class and theories class were interesting at the time, but there is no real focus on what theory to use as a high school counselor. I also don't believe that the techniques, secondary seminar or elementary and middle school counseling classes were in depth enough for students to fully grasp the importance of these classes. I would suggest two semesters for each of these courses. I'd also suggest a one year internship to better prepare students for what to expect at different times of the year in one setting. Also, all supervisors need to be VCU graduates, so they understand the requirements for Practicum and internship courses. Professors need to use new material and focus on students, not research. The new professors that were hired are a joke. They pull the credibility and professionalism of the program to a substandard level.

The higher ed track did not get much attention in most of the classes shared with k-12 students. I would have liked more real-life examples based on college-age students instead of 8-year-olds.

The internship portion should have been at the beginning of the program and not at the end- at least the practicum portion. I found by the end of the program, when the internship was required, I was no longer that interested in working in public education at the K-12 setting. I muddled through to obtain the degree I had started, but knew at the start of the practicum and internships that I was no longer interested in working in the schools.

The only thing I can think of is that the program changed from a 42 hour requirement to 48 hour requirement while I was completing it, so that caused some confusion for me while I was in it. I was a part time student who took 4 years to complete the program though. And, seemed to be a situation of 'growing pains'. The accreditation level achieved was a good thing though. Improving the level of advising received from faculty would be helpful, i.e. having a set time each semester/year to discuss program progression would be helpful. Sometimes I felt like I was on my own to figure things out or had to ask other students. I guess that is typical though.

Unfortunately, the real life of the school counselor involves a great deal of paperwork (i.e. testing, child study, etc...) and it may be prudent to provide students real life experiences during the practicum and intern experiences.

What do you see as the major areas in need of improvement for your program at VCU School of Education?

While I thoroughly enjoyed my time and learned so much at VCU, I realize now that the Counselor Education program is somewhat lacking in realistic school counseling education. I found myself ill-prepared for interactions with parents and administrators. Also, the College and Career course did not prepare me as a high school counselor. I believe that course should be re-worked to help counselors understand the true role that school counselors play in this process.

There needs to be a College Counseling class - There needs to be more information about the job search process

For the professional practice areas where you feel underprepared, please provide more information about how we could better address that particular area by modifying your program of study.

<p>Career counseling class should survey more options with technology that are readily available in ALL school districts. Networking is needed in order to ensure that your graduates are placed in appropriate settings after graduation. In our class it became a 'I got hired because I'm friends with....' but unfortunately those that did not have 'friends' in education had difficulty finding job opportunities.</p>
<p>College and career counseling is not well represented in VCU's curriculum</p>
<p>Getting a job prior to graduation.</p>
<p>Having more classes related to higher education</p>
<p>I did not feel adequately prepared with career readiness. I think there was an opportunity for that class to be really great, but it fell short. I wish I was more knowledgeable of the military because that is a career choice that a fair number of my students make and I don't know much about the ASVAB or what happens once a student enlists. It would be helpful to perhaps have a recruiter come and speak.</p>
<p>I feel slightly underprepared regarding improving student academic outcomes, because outside of the obvious things we can do as counselors, the academic piece may fall more on the shoulders of the teachers.</p>
<p>I feel that the program rushes students through with barely any experience and then leaves them to fend for themselves to the last semester full of projects (portfolio), applying for a teaching license, applying for a job with no guidance or support.</p>
<p>I had no idea how to write a 504 plan, and really wasn't sure what one was. However, during my 2nd week on the job, I had to write one.</p>
<p>I previously stated my feelings about career preparation.</p>
<p>I realized when I became a counselor (at the school I interned) that I was not prepared for the scheduling and paperwork piece. I think it would have been beneficial to have focused on that a little more. I appreciate that that should not be our primary focus, however, I would have been better prepared if this had been part of the evaluation during my internship, as opposed to being considered a bad use of time during the internship (which was how it was viewed).</p>
<p>I think it would be helpful to learn more ways of assessing and evaluating groups and classroom lessons appropriate to grade level (I found it difficult to assess in elementary school). I felt the educational research methods class was very practical and data based, while the counseling courses did not emphasize that aspect as much</p>
<p>Including more information for counseling/therapeutic positions outside of school counseling would be very helpful. For example: I am finishing up my 12 hours of additional credits towards my LPC licensure at GWU; that program offers a broader range/program of classes/information to meet the needs of those wanting to continue in school counseling but also addresses the necessary credits and credentialing needed to become an LPC either in the school or not.</p>
<p>It was so long ago and my experiences I'm sure are different from those that have come through the program in the last several years. I still feel that those going through the program still do not have a good idea of what really goes on during a regular school day in the school counseling office.</p>
<p>Keep in mind, I graduated in 2000. At that time, technology was not used as commonly as it is now. Also, the ACSA Model had not been developed so there were not specific school counseling standards as there are now. Most of the areas that I ranked as only 'fair' have been improved upon greatly at this point.</p>
<p>More hands on experience that can only come from on the job training. Also more information on balance and understanding what the first year in the field old feel like</p>
<p>More critical thinking and self-eval - is what I'm doing working?</p>

For the professional practice areas where you feel underprepared, please provide more information about how we could better address that particular area by modifying your program of study.

More time to gather and develop session to meet diverse needs.
More training in incorporating technology Would like to see opportunities to observe counselors in action, the program has the VCU student engaging early on, but needs a chance to see best practices.
My Career Counseling class was mainly focused on secondary settings, while I can see why this is, I ended up in an elementary setting and could have used more training and ways to teach/support younger students in career exploration.
Not having teaching experience was a disadvantage so more preparation in the areas of student academics and lesson planning would be helpful
Not 'under prepared,' but I do feel as if I could have used more practice during Techniques.
Part of the Careers class could have a more practical, realistic approach where students are engaged in career planning for various stages of life.
Real life scenarios as opposed to theoretical. How a school in this area actually is as opposed to graduate school examples.
Regarding student academic success, I would have liked more information on motivating students and different ideas to help them succeed.
Require internship opportunity of at least 25 hours in the first semester. Talk about the various ways that a school counseling program can prepare you to be something other than a school counselor--allow people to think about how to best meet their own needs and opportunities to gain practical OTJ experience doing so while still in the program.
Require multicultural counseling. I did not take this when it was an elective, but it is present in counseling on a daily basis. For those who did take it, it sounded like an outstanding course, so I don't think the course needs to be improved (based on feedback from others), but it just needs to be a requirement for all future counselors given what they will encounter in the work place.
Some classes address school-related activities, such as the Child Study Process. Rarely, however, do professors go in depth. While each student's situation is different, it would be helpful to better understand how the child study, special education, Response to Intervention, and other programs are implemented so that counselors have a firmer grasp on their roles when working with those students, teachers, and families.
The areas where I felt under prepared can not be attributed to the Counselor Ed. program.
The career class and curriculum could use adjusting
The classes were mainly taught on 'theory'. Theory did not prepare me for 504 meetings, IEP's, writing letters of recommendation, etc.
The importance of SOLs and alternative education options in the area for students with different needs.
There aren't any specific areas where I feel underprepared.
Using technology in the classroom, such as the starboard.

What other topics would you like to see in the curriculum?

A specific class devoted to technology
Advanced techniques, and more emphasis on developing teaching skills (if possible).
Better and more creative emphasis on careers. Also, really being knowledgeable of community and social services resources. Perhaps that could be incorporated in to EVERY class instead of just a few.
Burn out, dealing with administration, what to do when ethics are being violated, wellness plan revisited
burn out....I see so many young counselors burn out quickly
Classes on how to effectively deal with bullying, relational aggression, etc. And a class solely devoted to special education.. child study process, 504, etc.
Classes that include greater exposure to outside resources.
College Counseling
Crisis Counseling, Motivational Interviewing, and Brief Solution Focused Therapy. I took a class that including these techniques in my other program VCU and I use these all the time as a school counselor. I believe that it would really benefit the counseling education program to have a course like this as an elective, as opposed to just theories.
Dealing with the expectations of a structured school system when you are an out-of-the box thinker ;) Assisting students with disabilities with personal, educational, and vocational growth DSM-IV or V class!! Counselors DO diagnose if they ever want to be LPC's. They have to know this stuff.
High school counseling 101. Secondary school counseling had some great scenarios, but I feel they need to be updated. Getting input from current high school counselors would be a great thing!
How school counselors can promote academic achievement an where we fit in as far as special education
I am happy that Multicultural is now part of the counseling curriculum.
I can't think of any additional topics. The curriculum was very thorough and comprehensive.
I think the diversity and gender classes should be incorporated into all the classes somehow so that everyone has that part of the curriculum even if they do not use those classes as electives.
integrating technology in the reflective practice higher education administration academic advising
It would be great if we could take more courses in a specific grade level. I know we are certified K-12 but one course for elementary/middle and one course for high school doesn't cover enough information or maybe too much information for one class.
More about working with specific student needs within the school setting such as gifted, special education, etc. and how those students' differentiated needs can be met in classroom guidance or small group.
More diverse population focus
More information about working with parents, administrators, and teachers.
More on motivational interviewing, crisis intervention, and play and expressive therapies.
more on Special Education/IEP meetings; more on specific methods to implement behavior changes (academic and social)

What other topics would you like to see in the curriculum?

More on the special education process. I came in only having sat in 1 child study and never sat in on a 504 plan meeting and then was placed in a school where I was Child Study and 504 Chair. Needless to say, I had A LOT of learning to do. Maybe making it mandatory for the students to sit in a certain number of these meetings or at least touch base in class more about the entire process of special education from the day of referral to child study to being found eligible and the IEP(not how to write one, but at least how to read one or see one- I had never seen an actual IEP until I got my job). Regardless of whether it is considered a real 'counselor responsibility' or someone else's, in most schools, the school counselor is still expected to be a large part of the special education process.
More practice using ASCA's forms for action plans etc.
More Special Ed information, teach more on different types of learners - auditory, etc. More creative ideas for lessons.
Perhaps more techniques for individual interventions for classroom strategies for students facing difficulties (maybe an education/teaching class)?
Practical application
Substance abuse, abnormal psych, family and marriage counseling, diagnostics. Ideally, I would like to see students have the option to complete 60 hours necessary for LPC through the CLED program without having to pursue post-grad certificate through rehab counseling...
Technology
The pros and cons of various schedules as it relates to student achievement. For example, are students more successful on a block schedule compared to a 6 or 7 period day? What about a 4x4 block compared to an alternating block?
Topics addressing counselor's role in special education process, diverse student population, and working with exceptional education students.
Violence Prevention
Working with school faculty and staff, working with parents and other family members, classroom management, middle school counseling as a separate course, a more rigorous secondary seminar class, special education courses

Please provide any additional feedback you have on the program.

Counselor Education Doctoral program!!!

I feel that the students are receiving a great disservice with expecting new professors to teach other professors material that has been around for years. The decisions that the professors are making have been selfish and unsatisfactory, so much, that it reflects the lack of professionalism devoted to students. Also, the lack of knowledge about VCU as well as length of time to return assignments was unacceptable as a student paying so much money for a graduate degree. I would like to see more adjunct professors who are currently working in the schools revamp the program and address the current trends and issues in schools. I would love for their to be a panel or board of recent graduates who could support this initiative. There are many graduates who feel disappointed with what the program didn't teach them.

I felt very successful and prepared for the majority of my job when I graduated from VCU's school counseling program.

I had three internship supervisors at three different schools. Two of them were outstanding but one was extremely poor. Micah Davis, a graduate of the VCU counseling program and school counselor at Meadowbrook High School in Chesterfield County at my time of internship, was not present for the majority of my five month internship nor showed much concern for me when he was present. Essentially, I had no supervisor at that site. It was very difficult for me as an intern to get very much out of that experience and probably made me look like a poor student to the counseling team at Meadowbrook. The person in charge of placing interns at that time, Dr. Martha Mullen, was not of assistance and always seemed preoccupied with other tasks. I do not feel the internship placements were well-made. More consideration should be made when placing interns with supervisors.

I have a different perspective because I was on the endorsement track for school counseling, however, I do feel that the counselor education program prepared me to be successful as a school counselor. The school specific information was very helpful for me, personally.

I have heard several of my peers state they wish VCU better prepared them for things like SOL testing. I disagree with them every time it's mentioned. While SOLs are frustrating and difficult, especially as a new counselor, I understand why it is not really addressed in the VCU curriculum. We are constantly trying avoid being pigeon-holed as testing coordinators or paper-pushers and, instead, are advocating for our profession as COUNSELORS. I think it would be beneficial to get some SOL experience in internship because that's our reality and there's no avoiding it. However, I do not think there should be a class or anything devoted to SOLs. I'm also a bit confused as to why counselors only have to have two different levels at internship and practicum as opposed to three as when I was there. It doesn't bother me, per se, but I do feel like it's a disservice to current students who don't have the opportunity to experience all three and really find where they fit. Other than that, keep up the good work, VCU!

I LOVED all my professors and have nothing but great memories from the program. The only areas I felt like I needed or would have benefited from more information is in professional development (moving on/up from school counseling to another profession) and the special education process.

I thought I am very prepared to be a counselor, especially when comparing my program to the program of some of my coworkers and colleagues.

Please provide any additional feedback you have on the program.

I was very happy with the Counselor Education program at VCU. I feel I was fully prepared and 'no stone was left uncovered'. Keep doing what you're doing with the program because it's great. If the current counselor ed students would want to stay in touch with the graduates about current events in the program, that would be great and I would love to hear what's new around the Counselor Education department. On another note, I have been staying home with my two children since completing the program since I had my son right after graduating. But, I look forward to returning to school counseling when my children get just a little older, more toward school age. I'm so happy to have completed my degree before having kids.

Is there any chance a Ph.D program will be offered at VCU in the next few years?! Alumni are very interested!

Kudos to the faculty--retired and current

Loved my time at VCU

Outstanding program with outstanding teachers.

Overall a well-balanced, thorough program

Overall, I am very satisfied with my CLED education. I am an adjunct instructor in the CLED department at VCU now and there are some great things going on!

Thank-you for the opportunity to voice my opinion!

Wonderful program! I felt prepared for the profession!