



MASTER OF ARTS

In

SCHOOL COUNSELING

Student Handbook



Department of Counseling

3800 Victory Parkway
Cincinnati, Ohio 45207-3226

Dear Student:

This booklet is designed to assist you in your understanding of Xavier University's Master of Arts program and certification programs in School Counseling.

Our hope is that this information answers your questions about your Xavier experience and serves as a helpful guide to you. **Please retain this booklet for future reference.**

You should know that any member of the faculty stands ready to answer your questions and provide more detailed information to you at your request.

Best wishes for an enjoyable Xavier experience!

A handwritten signature in black ink, appearing to read 'Rhonda L. Norman'.

Rhonda L. Norman, EdD, LPCC-s, LICDC
Department Chair
Associate Professor

Michelle Flaum, EdD, LPCC-s
Teaching Professor

Sunanda Sharma, PhD, LPCC
Assistant Professor

Brent G. Richardson, EdD, LPCC-s
Professor

Kristen Toole, LPCC-s
Visiting Professor

Brian Russ, PhD, LMHC, NCC
Assistant Professor

Erica D. Ogletree, LPCC-S
Assistant Professor

Norm Townsel, Jr., PhD,
LPCC-s
Senior Teaching Professor
Clinical Coordinator

Machen Champion LPCC-S
Assistant Professor

Table of Contents

| | |
|---|-----------|
| Program Overview..... | 4 |
| A Brief History..... | 5 |
| CMHC Graduate Degree Fact Sheet..... | 7 |
| Program Overviews..... | 8 |
| Mission Statement..... | 9 |
| Program Objectives..... | 9 |
| Course Fees..... | 10 |
| Program Advising..... | 10 |
| Writing Standards..... | 11 |
| Becoming a Reflective Practitioner..... | 11 |
| Some Successful Counseling Student Characteristics..... | 12 |
| University and Department Policies and Procedures..... | 13 |
| University Policies..... | 14 |
| Department Attendance Policy..... | 15 |
| Statement on Professional Behavior..... | 16 |
| Student Performance and Remediation Policy..... | 17 |
| Curriculum and Program Offerings..... | 18 |
| School Counseling Curriculum Standards..... | 19 |
| School Counselors' Competencies..... | 20 |
| School Counseling Curriculum Requirements..... | 21 |
| School Counseling Dual Track Curriculum Requirements..... | 22 |
| School Counseling Elective Options..... | 23 |
| School Counseling Tentative Course Offering Calendar..... | 24 |
| Program Offerings – Course Descriptions..... | 25 |

| | |
|---|-----------|
| Practicum Information..... | 29 |
| Pre-Service Teacher Permit..... | 30 |
| Background Checks for Ohio State Board of Education Rapback System..... | 31 |
| Pre-Service Teacher Permit Instructions..... | 32 |
| Internship Information..... | 34 |
| Overview..... | 35 |
| Procedures..... | 35 |
| Internship Completion/Registration Policy..... | 36 |
| Requesting Letters of Recommendation..... | 36 |
| Licensure Information..... | 37 |
| School Counselor Licensure/Certification Procedures..... | 38 |
| Ohio School Counselor Licensure..... | 38 |
| Kentucky School Counselor Licensure..... | 41 |
| Indiana School Counselor Licensure..... | 43 |
| Overview and Scope of Practice – Professional School Counseling..... | 45 |
| Program Evaluations..... | 49 |
| Professional Organizations and Student Involvement..... | 61 |
| A Student’s Guide to Professional Organizations..... | 62 |
| Chi Sigma Iota at Xavier University..... | 63 |
| Student of the Year Awards..... | 64 |
| Department Communication..... | 65 |
| Counseling Program Email Distribution List..... | 66 |
| Instructions for Graduate Student Email Forwarding..... | 67 |



Program Overview



A Brief History of the Xavier University Counseling Program

In 1953, the late Dr. Ray McCoy, Dean of the newly created Graduate School, called upon the late Dr. Walker Clarke, Professor of Psychology, to direct a new Master of Education Program in “Educational Guidance.”

Enrollment in the Program experienced steady growth throughout the 1950’s and 1960’s as the National Defense Education Acts funded training for school counselors.

In 1963, Dr. Al Anderson became the second Director of the Program and remained in this position until his retirement in 1993. During this thirty-year period, the Program experienced continued expansion. The Educational Guidance offering became the School Counseling Program and a Master’s degree program in Agency and Community Counseling was added.

In 1994, Dr. Lon Kriner was named the third Director of the Graduate Counseling Programs. As Counselor Licensure laws were implemented in Ohio, Kentucky and Indiana, and increased curricular requirements were instituted for School Counselors, the Programs continued to experience change. A Post-Master’s Clinical Counseling Endorsement sequence was added in 1997, the Master of Education Degree in Agency and Community Counseling was later transformed into a Master of Arts in Community Counseling, and the Master of Education in School Counseling was expanded to a Master of Arts degree.

Both programs now comprise the Department of Counseling, created as a result of the reorganization of the College of Professional Sciences, and are fully accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In 2010, Dr. Brent Richardson was named chair of the Department of Counseling. The Community Counseling Program was changed to a Master of Arts in Clinical Mental Health Counseling in 2011. Xavier’s counseling programs were nationally awarded the 2017 Outstanding Counselor Education Program by the Association of Counselor Education and Supervision.

In 2019, Dr. Rhonda Norman became the fifth chair to lead the Department of Counseling, in its over 70-year history. Since then, Xavier’s counseling programs have continued to evolve. In 2020, the Xavier chapter of Counselors for Social Justice was chartered under the faculty leadership of Carolyn Ottke-Moore and the Harambee mentoring initiative celebrated 15 years of existence. The Dual Track Clinical and School Counseling Programs were established. In the fall of 2022, Dr. Michelle Flaum launched the Medical Trauma Certificate Program, and in the Spring of 2024, Dr. Brian Russ launched the Addictions Certificate Program for the community.

Xavier University is most proud of its Counseling Programs that are in keeping with the Mission of the University and its Academic Vision. Likewise, the University salutes the dedication and achievements of its 3000+ Counseling Program graduates.

XAVIER UNIVERSITY DEPARTMENT OF COUNSELING

Xavier University's Counseling Programs received 2017 Outstanding Program (Masters Level) from the Association for Counselor Education and Supervision.

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| <ul style="list-style-type: none">◆ Xavier University in Cincinnati, Ohio has educated leaders and professionals for over 175 years.◆ The Department of Counseling has trained professional counselors since 1953.◆ We are <i>nationally accredited</i> by the Council for Accreditation of Counseling and Related Education Programs (CACREP).◆ We are accredited by the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board and meet educational requirements for licensure in Kentucky and Indiana.◆ We meet the Ohio Department of Education criteria for obtaining a Pupil Services license in Ohio as well as certification in Kentucky and Indiana.◆ Our graduates meet partial fulfillment of the requirements for Chemical Dependency Counselor Licensure in Ohio◆ Seven full-time faculty members have over 100 years of combined experience counseling in schools and mental health agencies.◆ Faculty have held or currently hold leadership positions in national, state and local professional counseling organizations.◆ Faculty have published books, book chapters, peer reviewed journal articles and manuscripts that have received awards from peers for excellence in the field. | <ul style="list-style-type: none">◆ Our department faculty are widely known for providing superior professional development opportunities to counselors in the areas of consultation, supervision, mentoring, ethics and diagnosis and treatment of mental and emotional disorders.◆ Xavier is a teaching university. This means students have opportunities to meet with faculty and discuss projects for academic scholarship and career advancement.◆ Our students are eligible to be members of Chi Sigma Iota National Honors Society in Counseling upon meeting prescribed standards of excellence. The Sigma Zeta Chi Chapter at Xavier has over 75 alumni and student members.◆ Our department hosts a successful African American mentoring program, Harambee, that pairs current students with alumni working in the field of professional counseling.◆ For over 40 years, the department has offered a January workshop that hosts over 150 local counselors and approximately 50 students. This is a great networking opportunity for our students.◆ Our graduates find jobs after completing their degree!◆ Learn more about our Clinical Mental Health and School counseling programs at www.xavier.edu |
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Master of Arts
School Counseling

XAVIER

Graduate Degree Fact Sheet

Introduction

The Master of Arts degree with a concentration in school counseling is a professional degree designed to meet the educational requirements for licensure as a school counselor.

Accordingly, this degree is awarded to the candidate who has demonstrated a capacity for professional performance by satisfactorily completing the course of study. Students will:

- Learn the theory and practice of counseling in the school setting.
- Be able to apply counseling skills in a knowledgeable and skilled manner to areas such as appraisal, lifestyle and career development, counseling theory, group process, and professional issues.

The program is designed to meet specifications of State of Ohio course requirements for school counselor in grades K-12 as well as the requirements for school counselor in the States of Kentucky and Indiana. Further, the MA in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

An Indiana counselor license is specific to the grade level of teaching experience.

Admission

To be considered for admission as a degree seeking graduate student, you must first submit the following to the Office of the Graduate School:

- Completed online application.
- One official transcript of all undergraduate and graduate work from accredited colleges or universities.
- A resume.
- A five-hundred-word minimum statement of purpose for graduate study.
- Two letters of reference from individuals commenting on the applicant's academic/professional potential.
- Test Optional for GRE/MAT.
- Applicants should have a cumulative undergraduate GPA of 3.0 or above. (If you do not have a cumulative undergraduate GPA of 3.0 or above, taking the MAT or GRE may increase your chances of admittance). The following scores are recommended for each test:
 - MAT: score of 390 or above.
 - GRE: score of 4.0 or above on the analytical section of the test.

Priority Application deadlines are:

- **Summer Semester: February 1**
 - **Fall Semester: February 1**
 - **Spring Semester: October 1**
- Faculty will review the pool of applications after each of these priority dates and will then invite selected candidates to an on-campus interview to continue the application process.
 - Applicants are encouraged to attend an Information Session with the department chair. Dates and times of Information Sessions are available on program websites.

Students have six years to complete their degree program.

Certification/ Licensure Requirements

1. Completion of the 60-semester hour master's program.
 2. Successful completion of the Ohio Assessments for Educators (OAE), School Counseling Exam (for Ohio).
 3. Fulfill other requirements of the particular state Department of Education.
-

Financial Aid

A limited amount of graduate scholarship money is available on a semester-by-semester basis. All applications for a graduate study grant should be made through the Office of the Graduate School (513-745-3360).

Graduate assistantships, federal loans and other forms of financial assistance are also available to graduate school counseling students. Please contact the Office of the Graduate School for details.

PROGRAM OVERVIEWS

MASTER OF ARTS IN SCHOOL COUNSELING

The Master of Arts with a concentration in School Counseling is designed to meet the requirements for licensure as a school counselor in Ohio, Kentucky, Indiana and many other states. Graduates should first apply for School Counseling licensure in the State of Ohio.

SPECIAL STUDENTS/NON-DEGREE

Program courses are available to post-Master's students interested in adding or renewing school certification or meeting Ohio or Kentucky licensure requirements. Consult with the Department Chair to plan the appropriate course work applicable to your situation.

ALL STUDENTS!

Please see the section titled Ohio, Indiana, and Kentucky Licensing and Certification Requirements later in this booklet for more details on these credentials. While the department tries to keep information up to date on state licensing requirements, students are encouraged to go to state websites to ensure they are complying with current requirements.

ADMISSION REQUIREMENTS AND PROCEDURES

Priority application deadlines are:

- **Fall Semester: February 1**
- **Spring Semester: October 1**
- **Summer Semester: February 1**

Please submit application at:

<https://admit.xavier.edu/apply/>

MISSION STATEMENT

The Counseling Department, consistent with the mission of Xavier University, seeks to prepare individuals to serve as professional, multiculturally competent and ethical school and clinical counselors in diverse practice environments. Our CACREP accredited programs emphasize service-learning, social justice, theory and evidence-based practice in both course work and practical experience.

COUNSELING DEPARTMENT PROGRAM OBJECTIVES

To achieve its mission, Xavier's Program in School Counseling is committed to continuous evaluation through annual assessment and the offering of a variety of academic and experiential activities focused upon student competency in the following areas:

1. Students will identify with the counseling profession in general and actively participate in appropriate professional groups and professional development activities associated with the field.
2. Students will understand and demonstrate ethical behaviors in all domains with their counseling activities. These ethical behaviors include, but are not limited to: confidentiality, assessment, group work, and consultation.
3. Students will be able to identify their own personal attitudes and values that might interfere with effective counseling of individuals who are culturally different from themselves.
4. Students will demonstrate understandings of competencies and ethical considerations necessary for a culturally skilled counselor.
5. Students will understand the nature of the helping relationship and illustrate competencies in counseling and consultation activities.
6. Students will understand evidence-based theoretical approaches and techniques will be satisfactorily demonstrated.
7. Students will understand the nature of Human Growth and Development and the needs of individuals at all development levels. Students will also be able to design and deliver services appropriate to the developmental stages of their clientele.
8. Students will demonstrate understanding, through academic and experiential activities, the purpose of groups and their development and dynamics. Group work approaches, including various group theories and techniques, will be satisfactorily demonstrated.
9. Students will understand the nature of career development and related life factors and satisfactorily demonstrate strategies in assisting individuals to address these issues.
10. Students will understand individual and group approaches to assessment and evaluation and demonstrate ethical, sensitive, accurate, and client centered use of assessment and evaluation techniques.
11. Students will demonstrate understanding of research methodology, statistical analysis, needs assessment and program evaluation.
12. Students will understand the roles and responsibilities of the professional school counselor as described by the American School Counselor Association (ASCA) and will demonstrate knowledge in constructing a comprehensive developmental school counseling program in k-12 settings.

COUNSELING COURSE FEES

Student Professional Liability Insurance Fee

A Liability Insurance Fee will be charged to students in order to provide malpractice liability coverage to these students and the University for activities related to their academic program.

Charge based on registration in the following course:

COUN 669 – Pre-Practicum/ Counseling Lab

Fee Amount: \$36.00

(This will also cover students in COUN 670 - Counseling Internship and COUN 773 - Counseling Practicum.)

Students must carry their own professional liability insurance. The American Counseling Association www.counseling.org and The American School Counselor Association www.schoolcounselor.org both offer an affordable rate for this insurance for student members.

Tevera Digital Document Management System

Charge based on registration in the following course:

COUN 669 – Pre-practicum/Counseling Lab

Fee Amount: \$220.00

Testing Materials Fee

COUN 579- Psychological & Achievement Testing

Fee Amount: \$40.00

COUN 762- Clinical and Personality Testing

Fee Amount: \$35.00 (Dual Track Program)

PROGRAM ADVISING

Students will be assigned an advisor alphabetically based on their last name. Students should meet with their faculty advisor to develop a planned program of student within the first 6 months of graduate study. Students should also plan to meet with Dr. Norm Townsel, Clinical Coordinator, during the semester preceding their internship. He can also answer any questions related to Practicum Sites.

| Advisors | New Advising Assignments Fall 2025 |
|---|------------------------------------|
| Dr. Brent Richardson – richardb@xavier.edu | A – B |
| Dr. Michelle Flaum – flaumm@xavier.edu | C - Fr |
| Dr. Rhonda Norman – norman@xavier.edu | Fs - Ja |
| Dr. Erica Ogletree – ogletreee@xavier.edu | Jb - Mi |
| Dr. Sunanda Sharma – sharmas12@xavier.edu | Mj - Q |
| Ms. Machen Champion – ruppm@xavier.edu | R - Sh |
| Dr. Kristen Toole – toolek1@xavier.edu | Si - U |

| | |
|--|---|
| Dr. Brian Russ – russbl@xavier.edu | V - Z |
| Dr. Townsel – townseln@xavier.edu (Clinical Coordinator) | Advises All Students for Clinical Experiences |

WRITING STANDARDS

A significant portion of professional preparation in the Counseling field involves the development of strong writing skills.

Throughout your graduate courses you will be asked to submit writing assignments such as brief journal entries, article reviews, professional assessment and counseling reports, treatment plans, major papers and research projects.

While the specific format for such assignments will vary from course to course, the faculty expect quality writing in all cases. Poor sentence structure, inappropriate grammar, and misspellings are unacceptable for graduate level work. Therefore, grading practices in all courses involve not only the accuracy of the content of the written assignment, but the quality of its presentation.

If you need assistance in developing your writing skills, feel free to request the assistance of the Xavier University Writing Center located in Conaton Learning Commons, room 400 (513-745-2875, writingcenter@xavier.edu).

BECOMING A REFLECTIVE PRACTITIONER

There are a number of important skills necessary to be a successful counselor. An important step toward acquiring these skills is the willingness of counselors in training as well as seasoned practitioners to consistently engage in self-reflection and self-examination.

While this can sometimes be an uncomfortable experience, it is essential that helping professionals are willing to regularly reflect upon their own world-views, values and beliefs, and review how these may impact their counseling work with a variety of clientele.

Therefore, it is important for counseling students to note that an *openness* to self-examination and self-reflection is a critical component of counselor training. Throughout the program, instructors will present opportunities, both formal and informal, that will perhaps challenge students' values and beliefs. Responding positively to these challenges is a key component of counselor training that will lead students toward becoming "Reflective Practitioners".

For further information on this topic, students are referred to:

Schon, D. (1984) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

SOME SUCCESSFUL COUNSELING STUDENT CHARACTERISTICS

- Assumes responsibility for their own learning.
- Is academically honest and respectful of fellow students.
- Demonstrates an openness to supervision and critique.
- Adheres to ethical guidelines of the counseling profession.
- Has a genuine interest in the welfare of others while appropriately observing interpersonal boundaries.
- Is willing to address personal issues that can significantly impair one's performance in counselor preparation.
- Follows Department/University policies such as curriculum sequence requirements, registration and drop/add procedures, class attendance, etc.
- Appreciates and accepts the "higher standard" of professional expectations in practicum/internship experiences.
- Recognizes that "becoming a counselor" is a developmental process and thus, avoids over-scheduling courses "just to get through".
- Maintains a keen sense of humor.
- Acknowledges the importance of maintaining balance in living.
- Understands the need for continuous learning.



University and Department Policies and Procedures

UNIVERSITY POLICIES

Xavier One Pass

The Xavier One Pass is the official form of identification for the Xavier University community. The One Pass, used in place of a physical student ID card, allows students to access buildings by tapping their phone to a campus reader and allows students to deposit funds through X Cash, a prepaid flexible spending account that can be used for purchasing all across campus, including retail and vending. One Pass also works when a phone battery runs out, allowing students up to 5 taps within 24 hours after a device powers down. Additionally, One Pass is essential for identification at clinical sites. Visit <https://www.xavier.edu/auxiliary-services/onepass/index> to learn more about Xavier One Pass and to set up a One Pass account.

Graduate Transfer Credits

Students may submit official transcripts showing satisfactory completion (B grade or better) of related graduate work at other institutions. A maximum of fifteen (15) semester hours may be applied for those students enrolling in the sixty (60) semester hour program.

Application for Graduation

Students are directed to contact the Registrar's office located in the Musketeer Mezzanine Level in Justice Hall (ph. 513-745-3941) in the early part of the Fall semester if they are December or May graduates, and in the early part of the Spring semester if they will complete graduation requirements at the end of the summer sessions. Graduating students must complete an application form and pay a graduation fee by the appropriate deadline to be eligible for the awarding of the Master of Arts degree.

University Catalog

This booklet is designed for informational purposes. Official policies of the University as described in the current University Catalog (<https://catalog.xavier.edu>) supersede information described or omitted in this publication. Pertinent catalog information is summarized below.

Auditing Courses

Anyone wishing to audit a course may do so. An audited course does not carry credit or earn a grade. Regular tuition rates apply. Please check with the faculty member before auditing any course.

Grade Grievance Procedure

Students may appeal final grades if they believe that the grade was awarded unfairly. The student must be able to provide some evidence of the lack of fair treatment in order to file a formal grievance, and must follow the Grade Grievance Procedure when filing such an appeal.

Clearance of Incompletes

Grades of IP/E (Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended but may not exceed a period of one semester from the end of the term.

Student Retention / Program Completion

Students have to meet academic requirements for the Master's Degree (e.g., G.P.A. of 3.0) and non-academic requirements (regular attendance, non-academic dismissal) and complete the program (including 600-hour internship) within six years. Those students who transfer acceptable graduate credits from other institutions should note that the six-year time frame begins with the date the first transfer credits were taken at another institution.

Class Attendance

Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for the granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. The Counseling Department also has the following attendance policy:

DEPARTMENT ATTENDANCE POLICY

Graduate students are training to be professional helpers responsible for the welfare of a variety of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussions.

A student who misses more than 2 classes in a semester (1 in twice a week summer classes) may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Completing additional assignment(s) for the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance.

Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Academic Warning

A student whose cumulative GPA falls below 2.800 in courses taken for graduate credit will be "WARNED". The Dean will send this warning to the student and will also send a statement of dismissal policy. Such notification will be sent at the end of each semester so long as the student remains in this status.

Academic Dismissal

Any student whose cumulative GPA is below 2.800 in courses taken for graduate credit and whose next semester graduate course GPA is also below 2.800 will be dismissed.

Any student who earns two grades below a C will be dismissed.

Xavier University reserves the right to dismiss a student for reasons of poor scholarship, academic fraud, or misconduct. Actions regarding Academic Dismissal will be noted on the student's academic record.

Non-Academic Dismissal

Xavier University reserves the right to require a student to withdraw if, in the judgment of university officials, such action would be beneficial to the physical, mental, or emotional best interests of the student or is considered necessary for the welfare of the university. Please review the following Statement of Professional Behavior:

STATEMENT ON PROFESSIONAL BEHAVIOR

The delivery of professional counseling services requires a variety of personal attributes and professional competencies. Individuals preparing for the counseling profession must demonstrate the ability to master the academic aspects of their graduate programs as well as indicate an interest in continuous learning following this formal preparation.

In addition, as stated in professional counseling association codes of ethics, a competent counselor must demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, and appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines, and a willingness to learn and grow professionally.

Therefore, the Counseling Department faculty at Xavier University feels strongly that recipients of our degrees and/or credentials should possess all of these aforementioned qualities. Should an enrolled student appear to be significantly deficient in any one or more of these areas, the Department faculty reserve the right to recommend to the Chair that such an individual's enrollment in a particular Program of the Department be modified, suspended, or terminated in what the faculty judge to be in the best interests of any or all of the following: the student, the University, prospective counseling clients. Any decision to modify, suspend, or terminate a student's enrollment will be made only after consultation with all full-time Department faculty and will be forwarded to the student in writing by the Chair of the Department.

Currently enrolled students may appeal such a decision as follows:

1. A student can challenge the decision of the Department faculty by filing a written appeal of the decision with the Dean of the College of Professional Sciences within thirty (30) days following receipt of the Department decision. The Dean will send a written ruling on this appeal to all involved parties within thirty (30) days.
2. If the student wishes to challenge the ruling of the Dean, a written appeal should be directed to the Xavier University Professional Review Board within thirty (30) days of receipt of the Dean's decision. Such an appeal will be considered per the policies and procedures maintained by the Professional Review Board and described in the Xavier University Catalog. The Professional Review Board will issue its decision related to this appeal to all involved parties within thirty (30) days following the conclusion of Board deliberation of this matter. The decision of this Board is final.

STUDENT PERFORMANCE AND REMEDIATION POLICY

All students must perform satisfactorily academically, behaviorally and in clinical placements. Student performance will be formally evaluated by the full-time faculty at the end of the Fall semester. In addition, during Fall, Spring and Summer semesters students will be assessed in five classes using the STUDENT PROGRESS ASSESSMENT RATING FORM. Student performance will also be an agenda item at each department meeting and documented on the Faculty Meeting Student Concern Documentation Form.

In addition, if any full time or adjunct faculty have an academic or behavioral concern about a student, they will complete the Faculty Student Rating form, which will be shared with the student, their advisor, and the department chair. The advisor will plan a meeting to discuss the concerns and establish a student success plan.

During clinical training, in the unusual situation where a mid-term evaluation indicates unsatisfactory performance, the supervisor(s) will meet with the student to develop a remediation contract. Students needing remediation in their clinical training will be required to meet with the site supervisor and faculty supervisor to review the student's performance difficulties and develop an action plan. Collaboratively, all parties will develop a written determination of corrective actions for remediation or resolution of issues or problems.

The written determination will serve as a contract and include:

- Specific performance issues needing to be addressed
- Concrete steps to address the issues
- Clear plan with actions to identify how these steps will be evaluated
- Clinical practice measures which will be used to determine if effective remediation of the student's performance difficulties has occurred

Following evaluation of the student's progress in the action plan, an additional meeting with the appropriate faculty and supervisors will occur to determine: if performance is acceptable; if the class needs to be extended; whether the class needs to be repeated; or if the class should be terminated. The student's effort in the remediation plan will be factored into the final grade assigned in the course



Curriculum and Program Offerings

SCHOOL COUNSELING CURRICULUM STANDARDS

The School Counseling program at Xavier University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2031.

CACREP is the accrediting arm of the American Counseling Association and assists in the development of counselor training program standards, encourages excellence in program development, and administers a process for program accreditation.

CACREP mandates that school counseling programs must consist of a minimum of 60 semester hours (the equivalent of two full academic years).

These curricular experiences are incorporated into eight common core areas as follows:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Clinical Experiences are also incorporated into the curriculum by including a 100-clock hour practicum and a 600-clock hour school counselor internship.

In addition to the above core curricular and clinical experiences, the following curricular experiences and demonstrated knowledge and skills categories are required of all students in the program:

Foundations of School Counseling, Contextual Dimensions of School Counseling, and Knowledge and Skill Requirements for School Counselors.

SCHOOL COUNSELORS' COMPETENCIES

School Counselors must know various theories and concepts (knowledge competencies) and must be able to utilize a variety of skills (skill competencies). Further, they must be competent professionals and effective persons. The competencies needed by today's counselors are presented below:

KNOWLEDGE COMPETENCIES:

School counselors need to **know**:

- | | |
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| • human development theories and concepts | • ethical and legal issues related to counseling |
| • learning theories | • individual counseling theories |
| • family counseling theories and techniques | • group counseling theories and techniques |
| • career decision-making theories and techniques | • the effect of culture on individual development and behavior |
| • evaluation theories and processes | • consultation theories and techniques |
| • program development models | • motivation theories |

SKILL COMPETENCIES:

School counselors should be able to demonstrate **skills** in:

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| • diagnosing student needs | • group counseling |
| • individual counseling | • career counseling |
| • planning and conducting in-service for staff | • identifying and making appropriate referrals |
| • Coordination of programs, e.g. testing, career development, substance abuse | • administering and interpreting achievement, interest, aptitude, and personality tests |
| • educational counseling | • cross-cultural counseling |
| • identifying resources and information related to helping clients | • evaluating the effectiveness of counseling programs |
| • building supportive climates for students and staff | • consultation with staff, students, and parents |
| • removing and/or decreasing race and gender bias in school policy and curriculum | • explaining, the staff, community, and parents, the scope of practice and functions of a school |
| • ethical decision-making | |

PROFESSIONAL COMPETENCIES:

School counselors should be **able** to:

- | | |
|---|--|
| • conduct a self-evaluation to determine their strengths and areas needing improvement | • advocate for appropriate state and national legislation |
| • develop a plan of personal and professional growth to enable them to participate in lifelong learning | • adopt a set of professional ethics to guide their practice and interactions with students, staff, community, parents, and peers. |

PERSONAL CHARACTERISTICS OF EFFECTIVE COUNSELORS

The personal attributes or characteristics of school counselors are very important to their success. **Effective** counselors:

- | | |
|--|---|
| • Have genuine interest in the welfare of others. | • Are able to understand the perspective of others. |
| • Believe individuals are capable of solving problems. | • Are not afraid of making mistakes and attempt to learn from them. |
| • Are open to learning. | • Are willing to take risks. |
| • Have a strong sense of self-worth. | • Are caring and warm. |
| • Value continued growth as a person. | • Possess a keen sense of humor. |

American School Counselor Association, 801 North Fairfax Street, Suite 310, Alexandria, VA 22314
703/683-2722 • 1-800-306-4722 • Fax: 703/683-1619 • Email: asca@erols.com •
Website: <http://www.schoolcounselor.org>

Master of Arts in School Counseling
Curriculum Requirements for 60-hour M.A.

| Prerequisites and/or Substitutions | Planned Semester | X.U. Course |
|--|------------------|--|
| KEY: F = Fall S = Spring M = Summer | | GROUP I: |
| | F S | COUN 501 (3) Lifespan Development |
| <i>NOTE: Students should complete the majority of Group I courses before moving to Group II courses and so on.</i> | F S M | COUN 533 (3) Counseling Theories and Techniques |
| | F S M | COUN 536 (3) Group Process |
| | F | COUN 537 (3) Intro to School Counseling |
| | F S M | COUN 579 (2) Psychological and Achievement Testing |
| | F S M | COUN 636 (3) Career Counseling |
| | | GROUP II: |
| | S | COUN 538 (3) Advanced School Counseling |
| | F S M | COUN 631 (2) Counseling Issues and Ethics |
| | F S M | COUN 638 (2) Cross-Cultural Counseling |
| | F S M | COUN 640 (2) Family Relations |
| COUN 533 | F S M | COUN 669 (3) Pre-Practicum/Counseling Lab <i>During this time, Dr. Norm Townsel, Clinical Coordinator, will provide students with the materials necessary to register for Practicum and Internship experiences</i> |
| Or COUN 765 (2) Crisis Counseling | M | COUN 503 (2) Crisis Intervention in Schools |
| | | GROUP III: |
| COUN 533, 536, 579, 631, 669, 503 (or 765) | F S M | COUN 773 (3) Counseling Practicum – 100 Hours Minimum |
| | F M | COUN 639 (2) Substance Use and Prevention |
| | F S M | EDAD 565 (3) School Law I |
| | M | COUN 502 (2) Intro to College Counseling |
| | | GROUP IV: |
| COUN 773 | F S | COUN 670 (4) School Counseling Internship – 600 hours minimum (can divide credit hours over multiple semesters) |
| | F S M | EDSP 500 (3) Special Education: Identification and Issues (mostly online) |
| | F S M | COUN 509 (2) Counseling Research Methods |
| | F | COUN 539 (3) Child Psychopathology |
| | S | COUN 540 (2) School Culture and Climate |
| Most elective options are offered in the summer as weekend workshops. The department varies these workshops each summer. | | 5 Elective Hours – to be taken at any time <i>Refer to page 7 of handbook for current elective offerings; Refer to most recent course schedules for days and times electives are offered.</i> Highlighted Prerequisites are new starting 2024 |

Master of Arts in School Counseling Dual Track

(With Additional Courses Needed for Clinical Counseling License) – Minimum 71 credit hours

| Prerequisites and/or Substitutions | Planned Semester | X.U. COURSE |
|--|------------------|---|
| KEY: F = Fall S = Spring M = Summer | | GROUP I: |
| NOTES: <ul style="list-style-type: none"> • Students should complete the majority of Group I courses before moving to Group II courses and so on. Some courses in Group IV are offered on Saturdays to minimize conflict with other classes/internship hours. • Becoming dually licensed requires students to complete 2 separate 600-hour Internships and pass both the Pearson Exam (School) and National Counselor Exam (Clinical). | F S | COUN 501 (3) Lifespan Development |
| | F S M | COUN 533 (3) Counseling Theories and Techniques |
| | F S M | COUN 536 (3) Group Process |
| | F | COUN 537 (3) Intro to School Counseling |
| | F S M | COUN 579 (2) Psychological and Achievement Testing |
| | F S M | COUN 636 (3) Career Counseling |
| | | GROUP II: |
| | S | COUN 538 (3) Advanced School Counseling |
| | F S M | COUN 631 (2) Counseling Issues and Ethics |
| | F S M | COUN 638 (2) Cross-Cultural Counseling |
| | F S M | COUN 640 (2) Family Relations |
| COUN 533 | F S M | COUN 669 (3) Pre-Practicum/Counseling Lab <i>During this time, Dr. Norm Townsel, Clinical Coordinator, will provide students with the materials necessary to register for Practicum and Internship experiences</i> |
| Or COUN 765 Crisis Intervention | M | COUN 503 (2) Crisis Intervention in Schools |
| | | GROUP III: |
| COUN 533, 536, 579, 631, 669, 503 (or 765) | F S M | COUN 773 (3) Counseling Practicum – 100 hours minimum |
| Or COUN 767 Treating Addictive Disorders | F M | COUN 639 (2) Substance Use and Prevention |
| Or COUN 642 (3) Consultation and Supervision | F S M | EDAD 565 (3) School Law I |
| | M | COUN 502 (2) Intro to College Counseling |
| | | GROUP IV: |
| COUN 773 | F S | COUN 670 (4) School Counseling Internship – 600 hours minimum (can divide credit hours over multiple semesters) |
| | F S M | EDSP 500 (3) Special Education: Identification and Issues |
| | S M | COUN 509 (2) Counseling Research Methods |
| | S | COUN 650 (2) School Culture and Climate |
| | | Additional Courses Needed: |
| Must complete COUN 760 and 763 prior to second semester of COUN 671 | F S M | COUN 671 (2) Clinical Counseling Internship (1 credit hour per semester) |
| | F S | COUN 630 (2) Intro to Mental Health Counseling |
| | F S | COUN 642 (3) Consultation and Supervision |
| COUN 760 and 763 split the DSM-5 and need to be taken in the same calendar year | F S | COUN 760 (3) Personality and Abnormal Behavior |
| | F S | COUN 763 (3) Diagnosis of Psychopathology |
| COUN 579 and 669 | F M | COUN 762 (3) Clinical and Personality Assessment |
| | F S | COUN 764 (3) Counseling and Psychotherapy |
| | S | COUN 766 (3) Intervention Skills for the Severely Mentally Disabled |
| Requirements met through clinical courses listed above | | 5 Elective Hours – to be taken at any time Highlighted Prerequisites are new starting 2024 |

Master of Arts in School Counseling

Elective Options for 60 Hour M.A.

Students can meet the requirement for 5 elective credit hours. Choose from the following:

Current Counseling Electives (Courses):

- COUN 642 (3) Consultation and Supervision (Required for Clinical MH)
- COUN 764 (3) Counseling and Psychotherapy (Required for Clinical MH)
- COUN 630 (2) Intro to M.H. Counseling (Required for Clinical MH)
- COUN 767 (3) Treating Addictive Disorders (Required for Clinical MH)
 - Taking both COUN 639 (required) and COUN 767 (elective) will lead to eligibility to apply for Chemical Dependency Certification Assistant Preliminary (CDCA-PRE) license

Current Counseling Electives (Workshops):

- COUN 512 (1) Spirituality and Counseling (Summer Workshop)
- COUN 526 (1) The WDEP System of Reality Therapy (Summer Workshop)
- COUN 591 (1) Mindfulness in Counseling (Fall Workshop)
- COUN 527 (1) Transgender Counseling (Summer Workshop)
- COUN 545 (1) Treating Self-Injury (February Workshop)
- COUN 563 (1) Counseling Challenging Youth (Summer Workshop)
- COUN 535 (1) Trauma and Dissociation (Summer Workshop)
- COUN 520 (1) Diagnosing and Treating Anxiety Disorders (Summer Workshop)
- COUN 504 (1) Introduction to Play Therapy (Summer Workshop)

School of Education Electives open to School Counseling Students:

- EDAD 660 (3) Curriculum Design and Teaching Strategies (previously required)
- EDSP 501 (2/3) Intro to Emotionally Disturbed Children (Special Ed Grad Course)
- EDSP 580 (3) Classroom Management (Special Ed Grad Course)
- EDSP 567 (3) Social Skills and Behavior Management
- EDSP 572 (3) Communication Strategies & Techniques (Assistive Technology)
- EDSP 615 (3) Special Education Law
- EDSP 617 (3) Administrative Partnerships

Note: Most Education courses are offered all three semesters and many have online options.

Other Possible Electives:

- NURS 779 (1) Applied Interprofessional Collaboration (Spring – Blended)
- COUN 637 (2) Advanced Career Development
 - Course leading to eligibility to apply for Career Development Certification
- New Summer Workshops developed each year
- Courses leading to Medical Trauma Certification

Additional graduate courses and workshops may count toward elective requirements with advisor and chair approval.

School Counseling Program Tentative Course Offering Calendar

| Course and Credit Hours | Fall | Spring | Summer | |
|-------------------------|--|-----------------|------------------------------------|--|
| | (R = Thursday) | | Session #1 | Session #2 |
| GROUP I | | | | |
| COUN 501 (3) | R – 4:15-6:45pm | M – 7:00-9:30pm | | |
| COUN 533 (3) | W – 7:00-9:30pm | W – 4:15-6:45pm | M/W – 4:15-6:45pm | |
| COUN 536 (3) | T – 7:00-9:30pm | W – 7:00-9:30pm | | M/W – 7:00-9:30pm |
| COUN 537 (2) | R – 7:00-9:30pm | | | |
| COUN 579 (2) | M – 4:30-6:05pm | T – 7:00-8:35pm | | T/R – 4:30-6:05pm |
| COUN 636 (2) | T – 4:15-6:45pm | T – 4:15-6:45pm | | T/R – 7:00-9:30pm |
| GROUP II | | | | |
| COUN 538 (3) | | T – 7:00-9:30pm | | |
| COUN 631 (2) | R – 4:30-6:05pm | R – 7:00-8:35pm | M/W – 7:00-8:35pm | |
| COUN 638 (2) | T – 7:00-8:35pm | M – 4:30-6:05pm | T/R – 7:00-8:35pm | |
| COUN 640 (2) | R – 7:00-8:35pm | R – 4:30-6:05pm | T/R – 4:30-6:05pm | |
| COUN 669 (3) | T – 4:15-6:45pm | R – 4:15-6:45pm | M/W – 4:15-6:45pm | |
| COUN 503 (2) | | | M/W – 7:00-8:35pm | |
| GROUP III | | | | |
| COUN 773 (3) | M – 7:00-9:30pm | T – 4:15-6:45pm | M – 4:15-6:45pm (Full Summer Term) | |
| COUN 639 (2) | R – 7:00-8:35pm | | | T/R – 7:00-8:35pm |
| EDAD 565 (3) | M – 6:00-8:30pm | W – 4:15-6:45pm | | T – 4:15-6:45pm |
| COUN 502 (2) | | | | Two Fridays & Two Saturdays, 9:00am-4:00pm |
| GROUP IV | | | | |
| COUN 670 (4) | M – 4:25-6:55pm | M – 4:25-6:55pm | | |
| EDSP 500 (3) | T – 7:00-9:30pm | | T/R – 4:15-6:45pm | |
| COUN 509 (2) | W – 4:30-6:05pm | W – 4:30-6:05pm | | M/W – 4:30-6:05pm |
| COUN 539 (3) | W – 4:15-6:45pm | | | |
| COUN 540 (2) | | R – 7:00-8:35pm | | |
| Electives (5) | Please see most recent course schedules for day and time offerings of current electives. | | | |

PROGRAM OFFERINGS – COURSE DESCRIPTIONS

The Master of Arts in School Counseling Program Offerings are divided into groupings that will lead the student through a general sequence of academic experiences. Introductory courses are presented in Group I, with intermediate offerings available in Group II. **Group III, and then Group IV, requirements should be attempted only after most of the Group I & II courses are completed.**

Please find a brief description of Program requirements and electives below:

GROUP I - REQUIRED COURSES

| Course # and Title | | Description | Credit Hours |
|---------------------------|---------------------------------------|--|---------------------|
| COUN 501 | Lifespan Development | Understanding the nature and needs of individuals at all developmental levels, learning theory and personality development, normal and abnormal behavior, and lifespan transitions. | (3) |
| COUN 533 | Counseling Theories and Techniques | Theories of Counseling are offered for student consideration. Also, interviewing skills and clinical procedures are presented and practiced. | (3) |
| COUN 536 | Group Process | This laboratory course contains both lecture and experiential components designed to give students competencies in designing, utilizing, and facilitating groups in a variety of settings. Participation in a personal growth group is a course requirement. | (3) |
| COUN 537 | Intro to School Counseling | This course introduces students to administrative operations related to counseling services. Personnel and staffing, budget, and public relations issues are addressed. | (3) |
| COUN 579 | Psychological and Achievement Testing | An exposure to appropriate testing practices as well as ethical use of group tests. Testing concepts, test selection and evaluation issues are also presented. | (2) |
| COUN 636 | Career Counseling | An introduction to career counseling in a variety of settings. Career choice theories, sources of occupational information and career assessment techniques are offered. | (3) |
| | | GROUP I - TOTAL HOURS | 17 |

GROUP II - REQUIRED COURSES

| Course # and Title | | Description | Credit Hours |
|---------------------------|--------------------------------|---|---------------------|
| COUN 538 | Advanced School Counseling | This course expands understanding of the role and identity of professional school counselors. A comprehensive developmental school counseling program will be created in this course. | (3) |
| COUN 631 | Counseling Issues & Ethics | Ethical responsibilities of the counselor and counseling as a profession are reviewed via case studies and research. | (2) |
| COUN 638 | Cross Cultural Counseling | A study of the impact of culture on the counseling process as well as an understanding of cultural differences (e.g., race, gender and ethnicity) is underscored. | (2) |
| COUN 640 | Family Relations | A review of issues related to the family and various theories of family counseling. | (2) |
| COUN 669 | Pre-Practicum/ Counseling Lab | Pre-Practicum/Counseling Lab is a supervised counseling experience where the student conducts individual counseling sessions and receives peer/supervisor feedback. Prerequisites: COUN 533 (B grade or better) | (3) |
| COUN 503 | Crisis Intervention in Schools | Explores the issues and skills involved with the four interrelated phases of crisis prevention and intervention in schools: mitigation/prevention, preparedness, response, and recovery. | (2) |
| | | GROUP II - TOTAL HOURS | 14 |

GROUP III - REQUIRED COURSES

| Course # and Title | | Description | Credit Hours |
|--------------------|---|---|--------------|
| COUN 773 | Counseling Practicum | A supervised training experience providing individual or group counseling services to clients. Prerequisites: COUN 533, 536, 579, 631, 669, 503 (B grade or better) | (3) |
| COUN 639 | Substance Use and Prevention | Concepts of drug and alcohol counseling. Various models of chemical dependency are explored. Restricted to Counseling or Clinical Mental Health Counseling Majors. | (2) |
| EDAD 565 | School Law | Legal framework within which schools operate. Federal and state precedents. State code. Legal provisions for school finance. | (3) |
| COUN 502 | Intro to College Admissions Counseling | Prepares high school counselors in all aspects of facilitating college admissions counseling. | (2) |
| | | GROUP III - TOTAL HOURS | 10 |

GROUP IV - REQUIRED COURSES

| Course # and Title | | Description | Credit Hours |
|--------------------|--|--|--------------|
| COUN 670 | School Counseling Internship | This internship experience comes near the end of the Counseling Program. A minimum of 600 clock hours of supervised counseling experiences in a School Counseling setting are required. Prerequisites: COUN 773 (B grade or better) | (4) |
| EDSP 500 | Special Education: Identification and Issues | This course serves as an introduction to issues related to the instruction of students with diverse instructional and behavioral needs as well as special education services, classroom adaptation strategies, and individualized education plans. NOTE: Students with previous training in Special Education should consult their advisor for other course possibilities. | (3) |
| COUN 509 | Counseling Research Methods | The methodologies of counseling research and statistics are presented. | (2) |
| COUN 539 | Child Psychopathology for School Counselors | This course will provide a conceptual overview of the foundations of psychodiagnostics. School counseling students will learn to identify signs and symptoms of various childhood psychological disorders including: neurodevelopment disorders; disruptive, impulse-control, and conduct disorders; schizophrenia spectrum and other psychotic disorders; bipolar and related disorders, depressive disorders, anxiety disorders, obsessive-compulsive and related disorders; trauma- and stressor-related disorders; dissociative disorders; eating disorders; substance-related disorders; and nonsuicidal self-injury. | (3) |
| COUN 540 | School Culture and Climate | This course is designed to introduce, expose, and provide skills in navigating school culture and climate to counselors-in-training including key factors of leadership, advocates and systems change agents in P12 schools. It is also designed to equip counselors-in-training with sufficient skills and knowledge to design and implement effective comprehensive developmental school counseling programs that address the career, personal/social, and academic needs of students in grades K-12. | (2) |
| - -- | Counseling Electives | To be taken at any time (See page 6 for partial list of options) | (5) |
| | | GROUP IV - TOTAL HOURS | 19 |
| | | TOTAL OVERALL HOURS | 60 |



Practicum Information

PRE-SERVICE TEACHER PERMIT

Beginning July 1, 2024, the State of Ohio requires all students completing a field experience in Ohio schools to obtain an Ohio Pre-Service Teacher Permit unless they hold a valid Ohio educator license. A valid Ohio educator's license can be a teaching, administrative, educational aide, substitute, or para-professional, license, etc.

What does this mean for you?

If you will complete any counseling course with a field experience component in an Ohio school, and you do not currently hold a valid Ohio educator license, you are required to obtain the Ohio Pre-Service Teacher Permit **before** you are permitted to complete field experience hours in any Ohio school.

Who must obtain this permit?

Ohio School Counseling Practicum and Internship students who will be in a P-12 school are required to obtain this permit. If the student already holds an active credential issued by the State Board of Education, such as a substitute teaching license or educational aide permit, they do not need to obtain this permit as they will already be enrolled in the *Rapback* system.

What are the validity periods of the permit?

The permit can be obtained for one year or three years. The choice of duration is at the discretion of the individual. All permits will have an effective date of July 1 (the same as all other educator licenses).

What is the cost of the permit?

The cost is \$25.00 for a one-year permit and \$75 for a three-year permit.

When will the permit be available?

The online permit application will be available July 1, 2024.

How will the permit be obtained and renewed?

Individuals must log in to their OHID account and apply for the permit through their CORE Dashboard (under My Credentials). The application will then be routed to the institution of higher education (IHE) e-signer, following the same process as initial teaching license applications. Review the *Educator Licensure Process* webpage for additional information.

Will background checks be required?

Individuals must undergo fingerprinting and enroll in the *Rapback* system for initial application. If the individual maintains their permit and does not move out-of-state, they will remain enrolled in the *Rapback* system without needing to be fingerprinted again. If the background check has been completed within a year of applying for the permit it will be acceptable. It is the approval of the permit that enrolls the student in the *Rapback* system. Each IHE should handle the fingerprinting process per their institution's policy.

What happens if there is a notice of arrest or conviction?

Pursuant to ORC 3319.0812 section (D) the State Board of Education shall promptly notify the applicable educator preparation program and any school district or school in which the pre-service teacher has been employed or assigned as part of the program. The process by which school districts will be notified is being developed.

Can individuals who hold this permit substitute teach?

According to ORC section 3319.0812 (B) a school district or school may employ an individual with this permit as a substitute teacher **with compensation**. Each IHE and collaborating school district may establish rules and guidelines for using college students as substitute teachers.

What if a student transfers from one IHE to another?

The receiving IHE will be able to check *Educator Profile* in the Ohio CORE system to determine if the student holds an active permit. Permit holders do not need to obtain a new permit if they transfer to a new IHE.

Need additional information? Questions may be directed to mailto: Educator.Licensure@sboe.ohio.gov



Background Checks for Ohio State Board of Education [Rapback](#) System

Bureau of Criminal Identification and Investigation (BCI)/ FBI Background Checks

Electronic fingerprinting can be done at many locations in Ohio, including Xavier University. If you prefer to have fingerprinting completed at Xavier University, you may visit Xavier University's Campus Police website at <https://www.xavier.edu/police/webcheck-fingerprinting-services/index> for more information.

The cost is \$62.50. The charge will be added to your Bursar's account. You will need to show your State ID and your Xavier University All Card.

You should have the results sent to the Ohio State Board of Education and a copy sent to yourself.

In the event that the school district also requests a copy sent directly to them, you may request an additional copy be sent within one year after you completed your background check via the following webpage:

<https://www.ohioattorneygeneral.gov/FAQ/Background-Check-FAQs.aspx#FAQ92>

If you have fingerprinting completed at a location other than Xavier University, please verify that they will complete a BCI and FBI check. **Additionally, use code 3319.291 (School Employees – Licensure with Ohio State Board of Education) for the type of background check required.** Both checks are necessary.

Visit the Ohio Attorney General's website to find other fingerprinting locations:

<http://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing> or contact the BCI in London, Ohio at (740) 845-2375 for information regarding fingerprinting.

The Ohio State Board of Education will only accept electronic submissions of the results from the reporting agency.

Out of State Residents may obtain fingerprint cards directly from the Bureau of Criminal Identification and Investigation (BCI). You can call BCI toll-free at (877) 224-0043 to request they mail you an Ohio fingerprint card and instructions. You may also go to the AGO website at <https://www.ohioattorneygeneral.gov/Files/Forms> and under BCI Criminal Records and Background Checks, print the fingerprint card you need. Fingerprints can be rolled onto the card by any agency that performs this service in your area. This will take some time to complete. Therefore, please plan ahead.

ADDITIONAL INFORMATION REGARDING REQUIREMENTS FOR THE BCI/FBI

The candidate is required to maintain the Pre-Service Teacher Permit which requires background checks to be eligible for all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates "may not be eligible or ineligible" on either background check, or from the Ohio State Board of Education, the candidate must provide immediate written notification of this information to the Department of Counseling, and the Associate Dean of the College of Professional Sciences. In addition, the candidate should note that failure to disclose an act or event, failure to provide truthful and complete answers, or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate's responsibility to provide immediate written notification to the university addressed to the Department of Counseling, the Associate Dean of the College of Professional sciences, and the state of Ohio regarding his/her report and/or any changes in the status. You may contact April Thomas at (513) 745-3701 or thomasa7@xavier.edu with any questions.

PRE-SERVICE TEACHER PERMIT INSTRUCTIONS

1. Create an OH|ID Account (if you do not already have an account).

- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>.
- Click on “Create OH|ID Account.”
- Enter your personal email address (personal email that you will always be able to access – do not use your XU or work email) and click **Send PIN** to have a one-time only PIN sent to the email you provided for verification.
- Enter the PIN and select “verify.”
- Select “next.”
- Enter your personal information and click “next.”
- Create a username for your OH|ID account and click “next.”
- Create a password and click “next.”
- Enter your mobile phone number to set up your mobile/text account recovery method for your OH|ID account and click “next.”
- Enter the PIN received in your text message. Enter the PIN in the next OH|ID Account Recovery screen and click “verify.” Once it is verified, click “next.”
- Agree to terms and conditions of your OH|ID account and answer the prompt to verify you are not a robot. Click “verify,” then click “Create Account.”

2. Set Up New User Profile.

- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>
- Log into OH|ID account using username and profile used while creating your OH|ID account above.
- Click on “My Apps.”
- Search for the Educator Licensure and Records (CORE) app and click the “Open App.”
- Click the “next” button.
- Complete the “Add Basic Information” page, and click “next.”
- Once your identity is verified by the system, you will be prompted to agree to the Department’s data policy. Click “I agree to the Department’s data privacy policy,” click “next.”
- Review your information on the Review and Submit screen, click “Submit.”
- Once your user profile is approved you may request an Educator State ID.

3. Request Educator State ID (if you do not already have an educator ID).

- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>
- Log into OH|ID account using username and profile used while creating your OH|ID account above.
- Open the “Educator Licensure and Records (CORE)” app under “My Apps.”
- Click “My Profile” in the red ribbon at the top of the CORE Dashboard.
- Click “Obtain Educator State ID” and answer questions in the pop-up box. (Once you have answered all the questions correctly, your Educator State ID will be assigned automatically and appear on your CORE Dashboard under “My Educator State ID.”)

4. Apply for Pre-Service Teacher Permit.

- Be prepared to use E-Check, American Express, Discover, Visa, or Mastercard that **does not require a PIN**. If a PIN is required, the system will not accept payment. The cost is currently \$80 for initial license.
- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>
- Log into OH|ID account using username and profile used while creating your OH|ID account above.

- Open the “Educator Licensure and Records (CORE)” app under “My Apps.”
 - Select “Apply for New Credential” button under “My Credentials” section.
 - Click “Teachers.”
 - Select “**Pre-Service Teachers Permit.**”
 - Effective date of license is July 1, 2024 unless you do not plan to participate in field experience until after July 1, 2025. If you plan to participate in field experience after July 1, 2025, select July 1, 2025 for effective date.
 - Select “State of Ohio Approved Licensure Program.”
 - Xavier University’s IRN is 064030.
 - You should not need to upload additional materials. If the BCI/FBI Background Check was not already received by the Ohio State Board of Education, please see the BCI/FBI Background Check FAQ. You will need to have reports sent directly from BCI and FBI to the Ohio State Board of Education.
 - Click “yes” in the applicant signature section to electronically sign your application.
 - Click “Pay and Submit Application”
5. **Contact April Thomas at thomasa7@xavier.edu or 513-745-3701 with questions.**

Xavier University’s IRN # is 064030

REV: 08/20/2024

thomasa7@xavier.edu



Internship Information

OVERVIEW AND PROCEDURES

OVERVIEW: COUN 670 requires that a minimum of 600 clock hours of on-site school counseling activities be completed under the direct supervision of a school counselor. On-campus class meetings are also scheduled as part of this experience.

PROCEDURES

Note: Start this process the semester before beginning your Internship experience.

1. Successfully complete COUN 773 (Counseling Practicum).
2. Schedule appointment with Dr. Townsel.
3. Meet with Dr. Townsel and receive the Internship Handbook.
4. Confirm Placement.
5. Return Initial Paperwork (see Internship Handbook and Tevera).
6. Attend Internship Seminar Class.
7. If you will not complete your internship by the end of the semester, you must register for another semester or request an extension from the Clinical Coordinator.
8. Meet with Dr. Townsel to discuss how to monitor your progress.
9. Progress will be monitored through your attendance at regularly scheduled on campus meetings.

Dr. Norm Townsel
Clinical Coordinator
Department of Counseling
townseln@xavier.edu
3800 Victory Parkway
Cincinnati, Ohio 45207-3226

INTERNSHIP COMPLETION/REGISTRATION POLICY

Students in either the School or the Clinical Mental Health Counseling Program are reminded that successful completion of an approved 600-clock hour internship is a requirement for the Master's degree and/or licensure.

While the Department faculty is sensitive to the difficulty completing these hours for many, it is important to remember that the internship is a capstone experience designed to assist students in integrating their learning. Therefore, internships that are not completed in a timely fashion dilute learning and may become a liability to the internship site, the Department, and the student.

All students must complete the 600-hour requirement within one calendar year. Students can register for 1 – 4 Internship credit hours each semester. All students working at an Internship Site must be registered for at least one credit hour for that semester. Students must complete four credit hours of Internship before graduating. Most students take two semesters to complete their internship. These students could choose to register for three (3) hours the first semester and one (1) hour the second, or two (2) hours each semester.

Note: Please be aware that schools, community agencies, and licensure boards usually require background checks on individuals seeking placements, employment, or licenses. Individuals who have had convictions for felony or certain misdemeanor offenses may be denied the opportunity to practice as a counselor trainee *or* become licensed by the relevant State agency. Individuals who are uncertain about their status in this regard are encouraged to check with the appropriate State Boards/Departments prior to applying to the Xavier Master's Program.

REQUESTING LETTERS OF RECOMMENDATION

Current students or Program graduates are welcome to request faculty members to serve as professional references and/or write letters of recommendation for further graduate study, employment, or licensing purposes. Applicants for school or community counseling positions must be graduates of the appropriate program and eligible for that State credential. *Always* ask the faculty members in *advance* if they will be willing to provide such information. Please note that faculty reserves the right to refuse such a request.



Licensure Information

SCHOOL COUNSELOR LICENSURE/CERTIFICATION PROCEDURES

School Counseling graduates are expected to first apply for school counseling license in the state of Ohio. Please go to the following website and scroll down to School Counselor Instructions.

<https://www.xavier.edu/professional-licensure/>

The Xavier University Certification Office is located in Hailstones 303.

Each state has its own requirements in applying for and granting school counseling certification. The Xavier School Counseling Program meets the course requirements for Ohio, Kentucky, and Indiana, plus other states. If you are seeking certification in a state other than the above three, please contact the certification office of the State Department of Education for certification procedures and requirements. Please do this early in your program so that we can accommodate this in your Xavier course sequence.

These are the requirements at the present time. Please check with the program director periodically to determine your status and/or any certification changes implemented by the State.

OHIO SCHOOL COUNSELOR LICENSURE

3301-24-05 | Licensure | Effective: 12/20/2019

<https://codes.ohio.gov/ohio-administrative-code/rule-3301-24-05>

(C) The professional pupil services license, shall be issued in, but is not limited to, the areas listed in paragraphs (C)(1) and (C)(2) of this rule and shall be valid for working with learners at all levels. The license shall be issued to an individual deemed to be of good moral character who has successfully completed the requirements specified in paragraph (C)(1) or (C)(2) of this rule:

(1) An approved program of preparation; recommendation by the dean or head of teacher education; successful completion of an examination prescribed by the state board of education; and evidence of the education and experience requirements specified for whichever of the following licensure areas is applicable:

(b) School counselor

(i) Master's degree, and

(ii) Successful completion of an internship consisting of six hundred contact hours in a school setting.

Ohio Assessment for Educators Exam:

School counselors are licensed through the Ohio Department of Education. In accordance with 3301-24-05 (C)(1), applicants for licensure must obtain a passing score on the *Ohio Assessment for Educators* (OAE#040) (https://www.oh.nesinc.com/TestView.aspx?f=HTML_FRAG/OH040_TestPage.html), and successfully complete a BCI/FBI background check.

3301-23-44 | Temporary and Substitute Licenses | Effective: 03/23/2023

<https://codes.ohio.gov/ohio-administrative-code/rule-3301-23-44>

(A) Temporary pupil services license. A temporary pupil services license may be issued upon the request and recommendation of an employing superintendent of a city, local, exempted village, or joint vocational school district, educational service center, or the governing authority of a chartered nonpublic school or community school, to an individual who is deemed to be of good moral character and who meets the qualifications as

specified in this paragraph provided the vacancy has been posted for two weeks and no properly licensed and suitable candidate has been identified by the employing district:

(6) School counselor -

(a) A temporary school counselor license may be issued to an individual who holds a currently valid standard teaching certificate or professional teaching license, who is enrolled in an approved school counselor preparation program, and who demonstrates an understanding of each of the following as documented by the institution approved to prepare school counselors:

- (i) Professional identity
- (ii) Social and cultural diversity
- (iii) Human growth and development
- (iv) Career development
- (v) Helping relationships
- (vi) Group work
- (vii) Assessment
- (viii) Research and program evaluation

(b) A temporary school counselor license may also be issued to an individual who holds a currently valid license to practice as a counselor from the Ohio counselor, social worker, and marriage and family therapist board who is enrolled in an approved school counselor preparation program.

3301-24-08 | Professional or Associate License Renewal | Effective: November 4, 2021

<https://codes.ohio.gov/ohio-administrative-code/rule-3301-24-06>

<https://codes.ohio.gov/ohio-administrative-code/rule-3301-24-08>

(A) The professional or associate educator license is valid for five years and may be renewed by individuals currently employed in a school or school district upon verification that the requirements listed in paragraph (A)(1) or (A)(2) of this rule have been completed since the issuance of the license to be renewed.

(1) Six semester hours of coursework related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district; or

(2) Eighteen continuing education units (one hundred eighty contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the local professional development committee of the employing school or school district.

(a) Each public school district and chartered nonpublic school shall appoint a local professional development committee to oversee and review professional development plans for coursework, continuing education units, or other equivalent activities. School districts shall have the option of collaborating with other districts or educational service centers in establishing and completing the work of the local professional development committee. Chartered nonpublic schools shall also have the option of collaborating with other schools in establishing and completing the work of the local professional development committee.

(b) Each educator wishing to fulfill the license renewal requirements is responsible for the design of an individual professional development plan, subject to approval of the local professional development committee. The plan shall be based on the needs of the educator, the students, the

school, and the school district, and shall be aligned with the various professional educator standards adopted by the state board of education. Professional development may then be completed in accordance with this plan.

(c) Each school district shall establish a local appeal process for educators who wish to appeal the decision of the local professional development committee.

(d) Coursework or continuing education units or other equivalent activities may be combined.

(C) A professional or associate license that has lapsed due to not meeting the professional development requirements as described in this rule may be reinstated upon completion of nine semester hours of coursework relevant to classroom teaching and/or the area of licensure since the issuance of the license to be renewed. If, during the lapsed period of the license, the license holder is continuously employed under another valid Ohio certificate or license, or as an educator in another state under a currently valid certificate or license, then the renewal provisions in paragraphs (A) and (B) of this rule shall apply.

(E) Coursework for the renewal of a license shall be completed at an accredited institution of higher education. All coursework should lead to new knowledge in the licensure area and be related to student achievement, success or wellness.

(F) The increased amount of coursework associated with lapsed licenses will not apply provided that the license holder completes the required six semester hours and submits a renewal application by October first of the year that the professional license expires.

****Approved Preparation Program**

School Counselor preparation program to be approved by the Ohio Department of Education and the State Board of education must meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.

KENTUCKY SCHOOL COUNSELOR LICENSURE

School Counselor Certification, Grades P-12

<http://www.epsb.ky.gov/mod/page/view.php?id=212>

The Kentucky Education Professional Standards Board issues a five-year *Provisional* Certificate for School Counselor, P-12 to applicants who have completed an approved master's level program in school counseling.

Standard School Counselor, Primary-Grade 12

The Kentucky Education Professional Standards Board issues a five-year *Standard* Certificate for School Counselor, P-12 to applicants who have met one of the following options:

Option 1

- Successful completion of an approved master's level program in school counseling;
- Successful completion of an additional three to six credit hours from an approved graduate level counseling or school counseling program;
- One year of full-time employment as a provisionally certified school counselor in an accredited public or private school;
- Hold a valid Kentucky Professional teaching certificate, and
- Have a minimum of one year of full-time classroom teaching experience.

Option 2

- Successful completion of an approved master's level program in school counseling;
- Successful completion of an additional three to six credit hours from an approved graduate level counseling or school counseling program;
- Have a minimum of two years of successful employment as a Provisional full-time certified school counselor.

Last modified: Thursday, March 22, 2018, 10:22 AM

School Counselor Certification Renewal

<http://www.epsb.ky.gov/mod/page/view.php?id=44>

Provisional School Counselor Certification Renewal

Each five-year renewal shall require:

- Completion of an online CA-2 application on the [Kentucky Educator Credentialing System](#) (KECS);
- Submission of an OFFICIAL transcript showing at least nine semester hours of additional graduate credit in the areas of counseling or school counseling; and
- Appropriate payment through the KECS system via the ePay online payment service for [certification fees](#). Please note that any other forms of payment are not accepted and will be returned to the applicant.

Additional Information: Whenever there is a lapse in the provisional certificate for school counselor for lack of meeting renewal requirements, the certificate may be reissued at a later date under current administrative regulations upon application and the submission of proof of the completion of a minimum of nine semester

hours of graduate credit for each five-year period of validity or lapse of the school counselor certificate. The graduate credit shall be in the areas of counseling or school counseling.

Standard School Counselor Certification Renewal

Each five-year renewal shall require:

- Completion of an online CA-2 application on the [Kentucky Educator Credentialing System](#) (KECS) and
- Completion of the Effective Instructional Leadership Act (EILA) hours as specified by the KY Department of Education in KRS 156.101. (It is the responsibility to provide documentation of this training to the district superintendent, who recommends renewal on the CA-2.)
- Make the appropriate payment through the KECS system via the ePay online payment service for [certification fees](#). Please note that any other forms of payment are not accepted and will be returned to the applicant.

Additional Information: Whenever there is a lapse in the standard certificate for school counselor for lack of meeting renewal requirements, the certificate may be reissued at a later date under current administrative regulations by first completing twelve clock hours of counselor role specific training for each year since the expiration of the certificate up to a maximum of seventy-five clock hours or nine (9) semester hours of additional graduate credit appropriate to position of school counselor.

Last modified: Friday, March 31, 2023, 10:45 AM

INDIANA SCHOOL COUNSELOR LICENSURE

School Counselor

<https://www.in.gov/doe/educators/educator-licensing/school-services-employee/#Counselor>

(511 IAC 15-6-34)

To be a school counselor, one must have: successfully complete a Master's degree program from an approved school counselor program, or if already degreed, completed additional coursework from an approved school counselor program. One who holds a school counselor license is eligible to serve as a school counselor in pre-kindergarten through grade 12.

- *Applicants must have at least a Master's degree to obtain a School Counselor or School Psychologist license.*
- *Starting June 1, 2015, applicants for School Counselor's will be required to take/pass a Praxis Content area test.*

Indiana offers two levels of School Counselor licensure:

Initial Practitioner License

511 IAC 14-1-1 | readopted; filed December 1st, 2020, 1:48pm

- First license you apply for upon graduation.
- Valid for two (2) years.
- Only renewable two (2) times under the following circumstance (**511 IAC 14-1-2 | 511 IAC 14-2-2 | 511 IAC 14-2-3**):
 - If, after the two (2)-year license validity period ends, you do not yet have a full two (2) years of full-time teaching experience at an accredited school.
- After the third (3rd) IP license (second renewal) has been issued and the license holder has still not completed the requirements to obtain a five-year Practitioner license, to start the six-year IP cycle over the license holder must complete one of the following:
 - A normal license renewal (90 Point) Professional Growth Plan (PGP) (**511 IAC 14-2-3**); or
 - Take and pass an Indiana CORE Assessment content area test. For information about areas that can be added by testing, go to: <https://www.ets.org/praxis/in/requirements>.

Practitioner License

511 IAC 14-3-2 | readopted; filed December 1st, 2020, 1:48pm

- You are eligible to apply for a Practitioner License once you have:
 - Completed a minimum of two (2) years' experience as a teacher.
 - Completed the professional growth plan requirements.
- This license is valid for five (5) years and may be renewed for subsequent five (5) year periods if the applicant meets professional growth plan requirements (**511 IAC 14-3-2**).

Professional Growth Plan (Continuing Education)/License Renewal Requirements

511 IAC 14-3-2 | readopted; filed December 1st, 2020, 1:48pm

- To obtain and renew a Practitioner License, one (1) of the following must be completed:
 - Completion of the process for certification by the National Board for Professional Teaching Standards (NBPTS) in its Guide to National Board Certification, 2013 edition, which is incorporated herein by reference, copies of which are available from 1525 Wilson Blvd. Ste. 500, Arlington, VA 22209, or on-line at www.nbpts.org, in a content area for which the

NBPTS offers certification and submission to the board of written verification from the NBPTS that the certification process has been completed, regardless of whether the licensee succeeded in earning NBPTS certification.

- Submission of a license renewal report that demonstrates that the requirements of the professional growth plan have been met
 - The professional growth plan must include a minimum of ninety (90) professional growth experience points.
 - One (1) clock hour qualifies for one (1) professional growth experience point.
- Submission of official transcripts listing completion of six (6) semester hours of college or university coursework.
 - College credit: 1 semester hour = 15 professional growth points.

For detailed information on professional growth plan requirements, initial licensure, and licensure renewal, please visit <http://iac.iga.in.gov/iac/title511.html> and select “ARTICLE 14. INITIAL PRACTITIONER AND PRACTITIONER LICENSES.”

To apply for initial licensure or licensure renewal, please visit:

<https://www.in.gov/doe/educators/educator-licensing/school-services-employee/#Counselor>

Overview and Scope of Practice **Professional School Counseling (K-12)**

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive developmental school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy, collaboration and systemic change, professional school counselors promote equity and access to rigorous educational experiences for all students.

Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001).

The Professional School Counselor

The Professional school counselor is a certified professional educator who promotes student achievement. Professional school counselors have a minimum of a master's degree in school counseling, meet their state's certification/licensure standards, and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, Delivery, Management and Accountability.

Foundation

Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling program. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

Delivery

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- **School Guidance Curriculum** – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Individual Student Planning** – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- **Responsive Services** – Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:
 - individual or group counseling
 - consultation with parents, teachers and other educators
 - referrals to other school support services or community resources
 - peer helping
 - psycho-education
 - intervention and advocacy at the systemic level

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

- **System Support** – System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished

- advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
- the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
- action plans for prevention and intervention services defining the desired student competencies and achievement results
- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program

Accountability

Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

Summary

Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of *ALL* students.

References

Lapan, R. T., Gysbers, N. C., & Kayson, M. A. (2007). Missouri school counselors benefit all students. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Lee, C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, 4, 163-171.

Sandhu, D. S. (2000). Alienated students: Counseling strategies to curb school violence. *Professional School Counseling*, 4, 81-85.

Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

Revised, 2009 (American School Counselor Association)



Program Evaluations

EVALUATIONS IN THE PROGRAM

Evaluation of Student Progress

Students are regularly evaluated throughout the Program regarding their academic performance, their professional development, and their personal development in several ways. These include:

- Course grades.
- Signature Assignments
- Skill Competencies established for Practicum courses.
- Internship supervisor evaluations.
- Faculty member completion of the “Student Progress Assessment Rating Form” for each student at the conclusion of COUN 533 Counseling Theories and Techniques, COUN 631 Counseling Issues and Ethics, COUN 669 Pre-Practicum /Counseling Lab, COUN 773 Counseling Practicum, and COUN 670 School Counseling Internship or COUN 671 Counseling Internship.

Students who are experiencing difficulties achieving competence as indicated by one or more of the above evaluation techniques may be asked to meet with the appropriate faculty member to design and implement a Plan for Improvement.

Faculty Evaluations

At the conclusion of each semester students are asked to complete course evaluations that address course content and faculty teaching skills. These anonymous evaluations are used by faculty to improve their teaching and are also considered for faculty promotion and compensation decisions. Students will receive an email prompting them to complete the faculty evaluations.

Program Evaluation

The Xavier Counseling Programs are evaluated in several ways on a regular basis. Techniques include:

- Faculty and Advisory Board annual review of program objectives, syllabi, curricular offerings, and characteristics of program applicants.
- Follow-up studies of graduates, internship supervisors, and employers. The results of these studies are distributed to students, prospective students, faculty, internship supervisors, and university administrators at least once every three years. The most recent results of these follow-up studies can be viewed by accessing the website link at <https://www.xavier.edu/counseling/relevant-resources>.
- Student discussion of their program and curricular experiences at the conclusion of the internship. These discussions are summarized and shared with faculty and advisory board members annually. See the most recent results at <https://www.xavier.edu/counseling/documents/scon-cmhc-aggregate-survey-results.pdf>.
- These discussions are summarized and shared with faculty and advisory board members annually.

**Clinical Mental Health & School Counseling Graduate Survey
2020 Results and Programmatic Response
Xavier University
N=79**

Program of Study: 14 in School Counseling, 65 in Clinical Mental Health Counseling

Gender Identification: 12 male, 67 female

Ethnic/ Racial Origin: 63 White/Caucasian, 10 Black/ African American, 1 Hispanic/ LatinX, 1 Asian, 3 International, 1 Multiracial

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | |
|---|-------|-----------|-------------|---|--|
| 5 | 4 | 3 | 2 | 1 | |
| | | | <u>Mean</u> | <u>Percentage who agreed or strongly agreed</u> | |
| 1) Scheduling classes was easy | | | 4.59 | 96.2% | |
| 2) The overall quality of instruction is good to excellent | | | 4.62 | 100% | |
| 3) The overall quality of classroom facilities is good to excellent | | | 4.24 | 83.3% | |
| 4) The printed and electronic information provided to me helped to understand and plan my program | | | 4.64 | 98.7% | |
| 5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent | | | 4.79 | 98.7% | |
| 6) There exists faculty sensitivity to graduate student ethnic, racial gender, LGBTQ issues | | | 4.55 | 92.3% | |
| My program at Xavier helped me to better understand and apply my knowledge of: | | | | | |
| | | | <u>Mean</u> | <u>Percentage who agreed or strongly agreed</u> | |
| 7) The nature and needs of individuals at all developmental levels | | | 4.39 | 87.3% | |
| 8) Issues and trends in a diverse society | | | 4.32 | 88.6% | |
| 9) Counseling and consultation processes | | | 4.61 | 96.2% | |

| | | |
|---|------|-------|
| 10) Group work approaches | 4.52 | 98.7% |
| 11) Career development theories and career couns. process | 4.44 | 94.9% |
| 12) Assessment and evaluation issues and techniques | 4.47 | 92.4% |
| 13) Research methods | 4.33 | 94.9% |
| 14) Ethical, legal, and professional issues | 4.70 | 98.7% |

General Comments:

1. The program prepared me both clinically and therapeutically to provide services in both inpatient and outpatient settings. Primarily I would say in outpatient settings. The need for culturally diverse approaches to counselling and teaching in those is important and having speakers or classes that focus specifically on trending cultural topics would be helpful for people to broach the subjects of race, class, and ethnicity responsibly.
2. I appreciated learning from faculty who still practice, although I felt underprepared/ my own lack of understanding of various counseling settings (eg community mental health, school-based mental health, acute mental healthcare etc) specializations, & levels of care. And lack of understanding the importance of finding the setting, age group, population, that you as a clinician work best in.
3. I love that Xavier is involved. There were students who were asked to leave and to me that really spoke to the integrity of the program. I learned so much!
4. The program was excellent and the professors are truly committed to the development of competent and caring counselors. I believe diversity and intersectionality could have been addressed more directly in some classes. I am grateful for my time in the program and for the dedicated faculty.
5. I like you, hugs
6. Xavier has an excellent program. My only thoughts are that I found I needed extensive continuing education for treatment methods of the issues my clients were struggling with. I think if you could add more skill based training related to tools and exercises that clinicians will actually use practice you would be giving your future graduates a good foundation to build their practices. Thank you.
7. Great faculty, a wonderful experience. As I reflect back, the experiential exercises and practice of counseling feels the things that were most impactful in my experience at XU.
8. I loved my time at Xavier. The professors were fantastic.
9. I feel the program prepared me very well for my career.
10. It was a wonderful program and I really enjoyed the ability to get to know the professors.
11. The education itself was excellent. The mechanics of understanding the program and preparing for practicing and internship was the weakest part of the program.
12. I would go back again and again if I could. I've never meet a more supportive group of professors who truly want to see their students succeed not only in counseling as a career, but in life as well. I truly believe there is no better counseling program out there than what Xavier University has to offer. Thank you for work every single day.
13. Xavier was where I obtained my second Masters degree and was by far the best college experience that I had during my educational journey. The professors wanted me to succeed and every class/assignment had purpose. There was little to no busy work as each course provided me with tools to be an effective school counselor. I will always be proud and grateful for the time I spent at Xavier.

14. I thought the professors at Xavier were amazing. They put a lot of effort and time into my success. They are passionate about the field and it came through in their teaching. I had a wonderful experience and feel that my education was superb.
15. I loved my experience at Xavier. When I speak to colleagues about their programs, I have found that Xavier's CCMC program far surpasses others with standards, classes, professors, and requirements. I feel very confident in my skills and knowledge because of Xavier.
16. Several professors stand out as excellent!
17. There can be more of a focus on how to properly diagnose clients. In addition, more emphasis can be placed on the process of documentation and developing treatment plans. Lastly, it would be advantageous for students to have knowledge on how to properly provide therapeutic services for clients that experiences psychiatric issues and are admitted into inpatient treatment. New therapist can be unaware of the nature of the process and how to support their client through their hospitalization and after being discharged.
18. I loved my time in the program and the professors' willingness to work individually with individual students' desires and plans for post-graduation. The program felt both broad enough to cover all needed and individually tailored as well for those who sought out something in addition.
19. Loved the program! My only suggestion would be continuing to work towards gearing specific classes to the needs of school counselors. For example, we spend a lot of time on multiple 45 minute counseling sessions, but that's not always realistic in a school setting. It would be great to get some help with brief counseling sessions(15-20 minutes)
20. I am grateful to have had opportunity to learn from a superb faculty. I was so well prepared and ready for profession after this experience
21. I thoroughly enjoyed and appreciated my training at Xavier. I cannot praise and recommend the program enough! I felt very prepared entering into the field. I wish we could have more alumni opportunities through the program as well. Thanks!
22. It was an excellent program, I feel very fortunate to have an education from Xavier especially when I talk to colleagues about their experiences.
23. I very much enjoyed my time in Xavier's counseling program. I met so many wonderful counselors and people. I am glad that I chose to attend Xavier for my degree. I understand that there is a specific curriculum required by CACREP however, I wish there were more required classes regarding trauma - whether it was single instance trauma or developmental trauma. Many of my clients have experienced trauma in some form or another (and often present with symptoms of anxiety and depression) and I mostly feel prepared to work with them due to training I sought outside of the counseling program. As I remember it, my cultural competency class focused solely on racial differences which hardly encompasses cultural competency or humility. I took the workshop for working with trans clients and it was an invaluable part of my education - I wish that LGBTQIA+ issues had been a more significant part of the core curriculum.
24. I am so grateful for my experience in the program! It always felt like a small supportive family, even though there were many students! I had great experience with the professors and visiting teachers. I always felt the expectations and communication was top notch. I would never hesitate to recommend the program and would love to return for professional development opportunities!
25. I am really grateful for my time at XU. I was well prepared for my new profession. I miss the learning and in-depth conversations.
26. Staff went above & beyond to be available for students with academics, troubleshooting practicum/internship needs, &
27. Where I currently am in my practice, I believe there needs to be more instruction on addictions at Xavier. I think two classes were offered and they mainly focused on substance addiction. More and more I have

encountered that people suffer from some form of addiction. Clinicians overall need to have a firmer grasp on addiction counseling even if they do not believe they will ever work with substance abuse.

28. I truly loved my time at Xavier. I could not have asked for a better program!
29. I am so happy that I decided to get my MA in Counseling at Xavier. From the curriculum to the staff to the educational environment, it was the right fit for me and I felt well prepared to begin my career after graduation. The only two areas that I would have appreciated a little more instruction in are 1) specific interventions to use with clients (vs mainly learning about the various theories), and 2) learning how to navigate the process of going into private practice. Now that I've been practicing in my own for a few years, I've certainly figured out those things for myself. But if there's anything that could have been added to the curriculum that would have been helpful in the early months/years, those two items would be it.
30. Attending Xavier as an older adult was awesome. I was able to learn and keep up with the younger students.
31. This program is excellent. I can always recognize a Xavier grad through their great work
32. I work as an elementary school counselor - I wish there had been more of a focus on the needs and behavior interventions at the elementary level.
33. I have nothing but positive things to say about my experience as a graduate student in counseling at Xavier. The faculty were incredibly helpful!
34. I do think overall, the program gets high marks for quality, especially when I compare my educational and training experiences to other counselors in the field. I think connecting with outside supervisors and alumni in the field have also been helpful learning experiences. Having recently left a school based program, I wish that I could have taken an elective on play therapy theories and techniques.
35. Loved it!
36. I have really enjoyed the counseling program and feel that it has done well to prepare me for my career. The faculty is all very supportive and great at teaching. I don't have any complaints and am happy that I chose Xavier.
37. It's been 7 years since I graduated from the Counseling Program. Topics that I choose for undecided may have improved over those years.
38. The program prepared me in many areas of counseling. The areas of improvement are preparing students and staff to become more culturally sensitive.
39. The material covered was helpful and insightful, but as a political conservative I felt my views were often invalidated, ridiculed and on at least one occasion openly mocked in class in front of my peers.,
40. Since graduating, I have worked in several settings (day treatment, community mental health, private practice). I have so appreciated the rigor of my Xavier education and experience and felt it has prepared me well to be the clinician I am today.
41. Dr. Norman, Dr. Richardson, Dr. Townsel and Dr. Losey all did a great job of preparing me to be helpful to my clients. I could not have asked for a better experience and I am very appreciative of all the time and effort that went into training myself and my classmates. Thank you.
42. I wish the program had better trained/prepared me with respect to documentation. Otherwise, I felt very prepared to enter the field in all other areas
43. More instruction was needed to treat mental disorders. Especially anxiety and depression, the main component of my later work as a counselor. Too much emphasis was placed on history of psychology. More preparation needed for the practical aspects of counseling. Also Xavier University was very secular and not Christian which was a disappointment. Christ was never mentioned or honored in the three years of my time at Xavier. That is a shame.
44. I'm a proud alum of the counseling program. I felt so prepared upon graduation. I also really appreciate being able to reach out to many professors for consultation even years after graduation.

45. I had a positive experience at Xavier. Now as a working professional I feel that I am able to do my job to the best of my ability due to the education I received at Xavier.

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

General: We are proud of the extremely high likert averages for most of the program evaluation questions. The likert averages for most every question on the survey reported students agreed or strongly agreed. One of the outstanding themes that emerged were comments about the supportive faculty. Faculty were described as supportive, by bringing their clinical experiences within the classroom, wanting their students to succeed, coaching up and not out, if students were not appropriate for the program they were asked to leave.

Concerns: One theme expressed by school counseling students include: 1) program should offer more courses specific to school counseling and 2) instructors should include more school-specific skills and interventions related to children and adolescent. In 2012, we added the Advanced School Counseling class to focus on the knowledge and skills necessary to develop a comprehensive developmental school counseling program. Since most of the curriculum is driven by CACREP and/or state requirements, it is difficult to add additional classes without increasing the 48 hour credit requirement. In 2018 we added as a requirement Intro to College Counseling, and Crisis Counseling in Schools. However, in 2020, our program has met the 60 credit hour CACREP requirement. By next academic year 2021-2022, we plan to add two additional required courses, Substance Use and Prevention (previously Treating Addictions I) and, School Climate and Culture. Faculty will make a concerted effort to ensure that most instruction and case examples in “mixed classes” will be designed to meet the needs of both school counseling AND clinical mental health counseling students. Faculty will also continue to make an effort to integrate skills and interventions related to the child and adolescent populations.

RLN.

**School Counseling Program Evaluation
2016 Results and Programmatic Response
Xavier University
N=8**

Gender: 2 male, 6 female

Ethnic/ Racial Origin: 8 White

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|--------------|------------------|-----------------|---|
| 5 | 4 | 3 | 2 | 1 |
| | | | <u>Mean</u> | <u>Percentage who agreed or strongly agreed</u> |
| 1) Scheduling classes was easy | | | 4.50 | 100% |
| 2) The overall quality of instruction is good to excellent | | | 4.63 | 100% |
| 3) The overall quality of classroom facilities is good to excellent | | | 4.00 | 87.5% |
| 4) The printed and electronic information provided to me helped to understand and plan my program | | | 4.51 | 97.3% |
| 5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent | | | 4.76 | 94.6% |
| 6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues | | | 4.81 | 94.6% |

My program at Xavier helped me to better understand and apply my knowledge of:

| | <u>Mean</u> | <u>Percentage who agreed or strongly agreed</u> |
|---|-------------|---|
| 7) The nature and needs of individuals at all developmental levels | 4.32 | 97.3% |
| 8) Issues and trends in a diverse society | 4.62 | 100% |
| 9) Counseling and consultation processes | 4.54 | 94.6% |
| 10) Group work approaches | 4.59 | 94.6% |
| 11) Career development theories and career couns. process | 4.49 | 94.6% |
| 12) Appraisal and evaluation techniques | 4.38 | 89.2% |
| 13) Research methods | 4.22 | 89.2% |
| 14) Ethical, legal, and professional issues | 4.78 | 97.3% |
| 15) The counseling profession in general and professional groups and activities associated with the profession. | 4.73 | 100% |
| 16) Comprehensive and developmental school counseling Programs | 4.65 | 100% |

General Comments:

1. I feel very prepared to work in schools.
2. Love the program!
3. Overall, I had an amazing experience at Xavier! However, I believe that practicum would have been a better experience if school and clinical were separate.
4. I think there needs to be more "school specific" courses for the school counseling track.

5. I wish more focus in foundational classes could have been on school-specific issues. Overall, I feel like this program prepared me for a career as a school counselor. It would have been very helpful to receive information on licensure earlier on.
6. It would be nice to see more of a focus in combined classes on school counseling... The school specific counseling classes were extremely beneficial and provided lots of hands on experience and information.
7. Classes tended to be focused on clinical counseling. More mention of school side would be nice. Sometimes classrooms are cold and parking is annoying. Electives very important and helpful. College counseling and school crisis class were great! Maybe a requirement?
8. More focus on school counseling
9. I feel comfortable with counseling students, but I don't have much training with shareholder meetings, laws and regulations, and the school climate.
10. Professors were amazing!

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

General: We are proud of the extremely high likert averages for most of the program evaluation questions. Likert averages increased for most every question from previous evaluation period. For example, all 37 respondents agreed or strongly agreed that the quality of instruction was good or excellent! Nevertheless, we will continue to utilize student feedback to make improvements in our programs. Below, we outline some of the steps we have taken or plan to take to address student concerns:

3 – While clinical and school students continue to take the same practicum course, most of the course is taught in small groups with a supervisor. During most semesters, school counseling students are in groups with other school counseling students and an experienced school counselor as supervisor.

4 – 8 - Two related concerns that school counseling students have expressed include: 1) program should offer more courses specific to school counseling and 2) instructors should include more school-specific cases and examples in “mixed classes”. In 2012, we added the Advanced School Counseling class to focus on the knowledge and skills necessary to develop a comprehensive developmental school counseling program. Since most of the curriculum is driven by CACREP and/or state requirements, it is difficult to add additional classes without increasing the 48-hour credit requirement. Thus, we have been reluctant to add additional courses. However, by 2020, all CACREP approved school counseling programs will be required to have 60 credit hours. Over the next few years, we plan to phase in additional courses specific to school counseling (e.g., Intro to College Admissions Counseling, Crisis Counseling in Schools, Elementary School Counseling). Faculty will make a concerted effort to ensure that most instruction and case examples in “mixed classes” will be designed to meet the needs of both school counseling AND clinical mental health counseling students.

9 – While some of these issues are addressed in courses such as Intro to School Counseling, Advanced School Counseling, and Counseling Issues and Ethics, issues related to school climate and shareholder meetings are often “school district specific.” Thus, much of the knowledge in these areas can only be learned through internship experiences or “on the job” training.

**School Counseling Program Evaluation
2015-2016 Results and Programmatic Response
Xavier University
N=18**

Gender: 5 male, 13 female

Ethnic/ Racial Origin: 2 African-American, 16 White

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----------------------|--------------|------------------|-----------------|--|
| 5 | 4 | 3 | 2 | 1 |
| <u>Mean</u> | | | | <u>Percentage who agreed or strongly agreed</u> |

- 1) Scheduling classes was easy
- 2) The overall quality of instruction is good to excellent
- 3) The overall quality of classroom facilities is good to excellent
- 4) The printed and electronic information provided to me helped to understand and plan my program
- 5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent
- 6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues

My program at Xavier helped me to better understand and apply my knowledge of:

| <u>Mean</u> | <u>Percentage who agreed or strongly agreed</u> |
|---|--|
| 7) The nature and needs of individuals at all developmental levels | |
| 8) Issues and trends in a diverse society | |
| 9) Counseling and consultation processes | |
| 10) Group work approaches | |
| 11) Career development theories and career couns. process | |
| 12) Appraisal and evaluation techniques | |
| 13) Research methods | |
| 14) Ethical, legal, and professional issues | |
| 15) The counseling profession in general and professional groups and activities associated with the profession. | |
| 16) Comprehensive and developmental school counseling Programs | |

General Comments:

1. This is my second master's degree. I cannot speak more highly of my experience at Xavier and with the counseling department. I was supported every step of the way. The quality of instruction was excellent. This has been an overall positive and enjoyable experience.
2. This program has been one of the best experiences of my life. I feel very well prepared to enter the school counseling career, and remember wondering if I would feel that way or not after the first several classes I took. Everything built on prior knowledge. I will miss my opportunity to continue learning here at Xavier.

**School Counseling Program Evaluation
2013-2015 Results and Programmatic Response
Xavier University
N=37**

Gender: 8 male, 29 female

Ethnic/ Racial Origin: 5 African-American/Black, 30 White; 2 Hispanic

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | |
|---|--------------|------------------|-----------------|--|-------|
| 5 | 4 | 3 | 2 | 1 | |
| | | | | <u>Percentage who agreed or strongly agreed</u> | |
| | | | | <u>Mean</u> | |
| 1) Scheduling classes was easy | | | | 4.51 | 91.9% |
| 2) The overall quality of instruction is good to excellent | | | | 4.62 | 100% |
| 3) The overall quality of classroom facilities is good to excellent | | | | 4.38 | 97.3% |
| 4) The printed and electronic information provided to me helped to understand and plan my program | | | | 4.51 | 97.3% |
| 5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent | | | | 4.76 | 94.6% |
| 6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues | | | | 4.81 | 94.6% |

My program at Xavier helped me to better understand and apply my knowledge of:

| | | |
|---|--------------------|--|
| | <u>Mean</u> | <u>Percentage who agreed or strongly agreed</u> |
| 7) The nature and needs of individuals at all developmental levels | 4.32 | 97.3% |
| 8) Issues and trends in a diverse society | 4.62 | 100% |
| 9) Counseling and consultation processes | 4.54 | 94.6% |
| 10) Group work approaches | 4.59 | 94.6% |
| 11) Career development theories and career couns. process | 4.49 | 94.6% |
| 12) Appraisal and evaluation techniques | 4.38 | 89.2% |
| 13) Research methods | 4.22 | 89.2% |
| 14) Ethical, legal, and professional issues | 4.78 | 97.3% |
| 15) The counseling profession in general and professional groups and activities associated with the profession. | 4.73 | 100% |
| 16) Comprehensive and developmental school counseling Programs | 4.65 | 100% |

General Comments:

1. I feel very prepared to work in schools.
2. Love the program!
3. Overall, I had an amazing experience at Xavier! However, I believe that practicum would have been a better experience if school and clinical were separate.
4. I think there needs to be more "school specific" courses for the school counseling track.

5. I wish more focus in foundational classes could have been on school-specific issues. Overall, I feel like this program prepared me for a career as a school counselor. It would have been very helpful to receive information on licensure earlier on.
6. It would be nice to see more of a focus in combined classes on school counseling... The school specific counseling classes were extremely beneficial and provided lots of hands on experience and information.
7. Classes tended to be focused on clinical counseling. More mention of school side would be nice. Sometimes classrooms are cold and parking is annoying. Electives very important and helpful. College counseling and school crisis class were great! Maybe a requirement?
8. More focus on school counseling
9. I feel comfortable with counseling students, but I don't have much training with shareholder meetings, laws and regulations, and the school climate.
10. Professors were amazing!

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

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4 – 8 - Two related concerns that school counseling students have expressed include: 1) program should offer more courses specific to school counseling and 2) instructors should include more school-specific cases and examples in “mixed classes”. In 2012, we added the Advanced School Counseling class to focus on the knowledge and skills necessary to develop a comprehensive developmental school counseling program. Since most of the curriculum is driven by CACREP and/or state requirements, it is difficult to add additional classes without increasing the 48 hour credit requirement. Thus, we have been reluctant to add additional courses. However, by 2020, all CACREP approved school counseling programs will be required to have 60 credit hours. Over the next few years, we plan to phase in additional courses specific to school counseling (e.g., Intro to College Admissions Counseling, Crisis Counseling in Schools, Elementary School Counseling). Faculty will make a concerted effort to ensure that most instruction and case examples in “mixed classes” will be designed to meet the needs of both school counseling AND clinical mental health counseling students.

9 – While some of these issues are addressed in courses such as Intro to School Counseling, Advanced School Counseling, and Counseling Issues and Ethics, issues related to school climate and shareholder meetings are often “school district specific.” Thus, much of the knowledge in these areas can only be learned through internship experiences or “on the job” training.



Professional Organizations and Student Involvement

A STUDENT'S GUIDE TO PROFESSIONAL ORGANIZATIONS

A significant responsibility of the professional counselor rests with the active involvement in organizations dedicated to addressing issues that impact their clients and the public at large.

Graduate students preparing for the Counseling Profession are strongly encouraged to become participatory members of appropriate organizations to complement their academic preparation and remain current about issues related to the practice of counseling. Reduced – rate student membership fees lead to low-cost liability insurance, a variety of professional meeting opportunities, and timely publications on a myriad of professional topics.

While you will certainly learn much more about these and other organizations through your graduate studies, several are listed below for your consideration.

The American Counseling Association (www.counseling.org)

The American Counseling Association (ACA) is the world's largest association exclusively representing professional counselors in various practice settings. Over 52,000 members can access leadership training, publications, continuing education opportunities and advocacy services.

State Branches of ACA include the **Ohio Counseling Association** (www.ohiocounseling.org) and **The Kentucky Counseling Association** (www.kyca.org).

The American School Counseling Association (www.schoolcounselor.org)

The American School Counseling Organization (ASCA) supports approximately 14,000 school counselors in their efforts to help students focus on academic, personal/social, and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society.

State Branches of ASCA include the **Ohio School Counseling Association** (www.ohioschoolcounselor.org) and the **Kentucky School Counseling Association** (www.kyschoolcounselor.org).

The Greater Cincinnati Counseling Association (www.cincicounseling.com)

The counseling community in the southwestern Ohio area is supported by the Greater Cincinnati Counseling Association (GCCA). Xavier University and the GCCA, a local chapter of the Ohio Counseling Association, enjoyed a 35-year-long relationship by co-hosting an annual professional development conference, Xavier's annual Winter Workshop, for counselors and counselors-in-training from the surrounding Ohio, Kentucky, and Indiana metro areas. The Winter Workshop is currently sponsored exclusively by the Xavier Department of Counseling. We continue to recommend that our students join GCCA.



CHI SIGMA IOTA
Counseling Academic and
Professional Honor Society
International

- not just a line on your resume -

CHI SIGMA IOTA **AT** **XAVIER UNIVERSITY**

- Leadership
- Research
- Academic Excellence
- Clinical Excellence

CSI VISION

Chi Sigma Iota is an international society of professional counselors and counselors-in-training, which profession through leadership, research, and the pursuit of academic and clinical excellence.

CSI MISSION

The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

BENEFITS OF MEMBERSHIP

Professionalism

CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active, service-oriented university based chapters composed of neophyte and experienced professional counselors.

RECOGNITION

Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do. From the time of their first invitation to join the Society and throughout their professional careers, CSI strives to support and promote the activities of its members and chapters. In addition to the membership certificate and recognition pin, members are encouraged to wear honor regalia at official functions as both a sign of their accomplishments and continuing commitment to excellence.

Exemplar

The CSI Exemplar is distributed three times a year to all CSI members, and is the main communication for informing members on a variety of professional topics and issues as well as activities of the Society. Its content encourages a commitment to and enthusiasm for academic and professional excellence in counseling. Periodically an additional issue is published on special topics such as mentoring and passageways to the profession. All past issues of the Exemplar are available on the web site.

Annual Conventions

During the Spring of each year, CSI meets concurrently with the American Counseling Association (ACA). The annual meeting serves as an ideal time to network with other counseling professionals and students, attend exciting workshops, and recognize outstanding academic and professional achievement. CSI also provides leadership training and related programs at the convention.

Leadership Development

Developing leaders for the Society as well as the profession is a part of the CSI mission. The CSI officers, Scholars, and Academy of Leaders for Excellence are a rich source for a variety of leadership development activities. These include occasional papers, articles and workshops focused on leadership. In addition to annual leadership training at the Spring conference, CSI leaders conduct leadership training at the chapter level. These activities augment the fellowship and intern programs of the Society.

AWARDS

CSI chapters and members are always encouraged to strive for excellence and high achievement. Annual awards and fellowships are given during conventions to further compel students, faculty, and professionals to work for outstanding scholarship and professionalism.

For More Information on Meeting Times and Locations, Call Xavier Graduate Counseling Department (513) 745-3655

STUDENT OF THE YEAR AWARDS

Chi Sigma Iota, the National Counseling Honor Society, sponsors awards for an outstanding Clinical Mental Health Counseling student and School Counseling student each year.

The Outstanding Clinical Mental Health Student Award has been established to honor Dr. Lon Kriner, who directed the Counseling Programs from 1993 to 2010.

The Outstanding School Counseling award has been established to honor Dr. Albert Anderson, Professor Emeritus, who directed the Counseling Programs from 1963 to his retirement in 1993.

Candidates for these awards are nominated and then selected by the Xavier Faculty.

Nominees are considered who exemplify:

- Strong scholarship and research skills in their graduate studies
- An attitude for professionalism and leadership
- Interest and support of professional organizations
- High ethics standards in their involvement in the Helping Profession



Department Communication

COUNSELING PROGRAM EMAIL DISTRIBUTION LIST

The Counseling Program maintains an email distribution system to enhance communication with current students and alumni.

We will utilize your Xavier email address. Please see the next page for instructions on how to forward your Xavier emails to your personal email address. If you have an update to your email address, please send the information to Michelle Sanneman, Counseling Administrative Assistant, at sannemanm@xavier.edu.

To update your mailing information with the university, you may do so in two ways:

1. Follow this link to fill out the “Change of Biodemographics Form” on The Office of the Registrar’s website; once completed, submit the form to the Registrar’s office:
<https://www.xavier.edu/registrar/forms/index>
2. Update your contact information online through your student account:
 - a. On the Xavier home page, open the right-hand drop-down menu and select “current students”
 - b. Select the “self-service” box
 - c. Once logged in, click on “Personal Information,” then “My Profile (SSB9)”
 - d. You will be able to edit any profile details on this page.

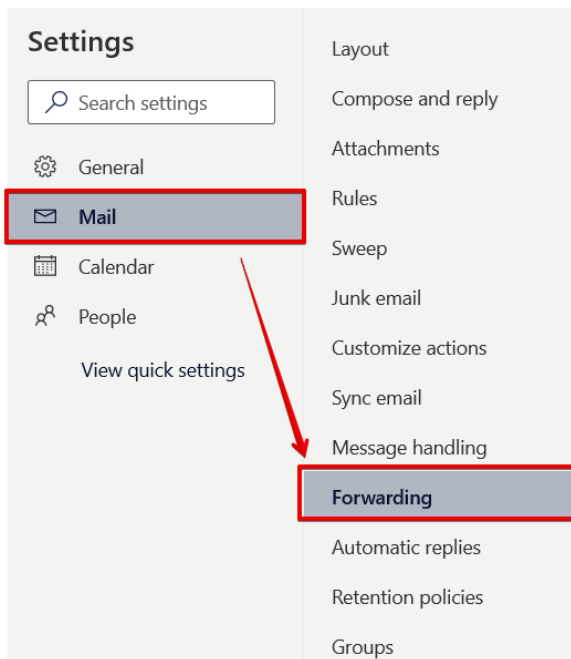
Occasionally, students encounter problems receiving distribution list emails. The source of the problem may be one of the following:

1. An incorrect email address is on file in our office.
 - Contact Michelle Sanneman at (513) 745-2953 to correct the error.
2. Your email automatically directs our messages to your ‘junk’ folder.
 - Check your junk folders. Emails come from norman@xavier.edu, sannemanm@xavier.edu, or pellegrinik1@xavier.edu (graduate office assistant Kirsti Pellegrini).
3. Your mailbox is full and therefore rejects our message.
 - You can fix this by deleting old/unnecessary emails and emptying your ‘trash’ on a regular basis.

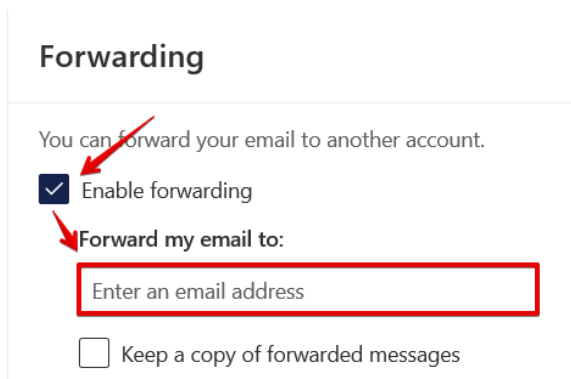
INSTRUCTIONS FOR GRADUATE STUDENT EMAIL FORWARDING

All graduate students wanting to have their email forwarded from their Xavier University email account must follow the below steps:

1. Log into Outlook Web App: <http://office365.xavier.edu>
2. In the top right corner of the OWA window, click the "Cogwheel" button that will take you to **Settings**, and then click the **View All Outlook Settings** link.
3. In the **Settings** area, **click Mail >> Forwarding**.



4. Check the **Enable Forwarding** box, type in the email address that you want to forward your mail to and click the **Save** button.



5. To remove the forwarding, uncheck the **Enable Forwarding** box and click the **Save** button.