MASTER OF ARTS

In

SCHOOL COUNSELING

Information Booklet
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!

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

Michelle Flaum Hall, EdD, LPCC-s
Associate Professor

Butch Losey, EdD, LPCC-s
Assistant Professor

Carolyn Ottke-Moore, MA, LSC
Teaching Professor

Brent G. Richardson, EdD, LPCC-s
Professor

Norm Townsel, Jr., PhD, LPCC-s
Clinical Coordinator

Fall 2019
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.

In 2019, Dr. Rhonda Norman became the fifth chair to lead the Department of Counseling, in its 66 year history.

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’s Counseling Programs received 2017 Outstanding Program (Masters Level) from America Association for Counselor Education and Supervision.
<table>
<thead>
<tr>
<th>Xavier University in Cincinnati, Ohio has educated leaders and professionals for over 175 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Counseling has trained professional counselors since 1953.</td>
</tr>
<tr>
<td>We are nationally accredited by the Council on Accreditation of Counseling and Related Education Programs (CACREP).</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>We meet the Ohio Department of Education criteria for obtaining a Pupil Services license in Ohio as well as certification in Kentucky and Indiana.</td>
</tr>
<tr>
<td>Our graduates meet partial fulfillment of the requirements for Chemical Dependency Counselor Licensure in Ohio.</td>
</tr>
<tr>
<td>Six full time faculty members have over 100 years of combined experience counseling in schools and mental health agencies.</td>
</tr>
<tr>
<td>Faculty have held or currently hold leadership positions in national, state and local professional counseling organizations.</td>
</tr>
<tr>
<td>Faculty have published books, book chapters, peer reviewed journal articles and manuscripts that have received awards from peers for excellence in the field.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Xavier is a teaching university. This means students have opportunities to meet with faculty and discuss projects for academic scholarship and career advancement.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Our department hosts a successful African American mentoring program that pairs current students with alumni working in the field of professional counseling.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Our graduates find jobs after completing their degree!</td>
</tr>
<tr>
<td>Learn more about our Clinical Mental Health and School counseling programs at <a href="http://www.xu.edu">www.xu.edu</a></td>
</tr>
</tbody>
</table>
**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 offers a variety of academic and experiential activities focused upon the following objectives:

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 racially and/or culturally different from themselves. Students will demonstrate understandings of competencies and ethical considerations necessary for a culturally skilled counselor.

4. Students will understand the nature of the helping relationship and illustrate competencies in counseling and consultation activities. Understanding of evidence-based theoretical approaches and techniques will be satisfactorily demonstrated.

5. 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.

6. 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.

7. Students will understand the nature of career development and related life factors and satisfactorily demonstrate strategies in assisting individuals to address these issues.

8. 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. Clinical Mental Health Counseling students will also demonstrate knowledge and appropriate assessments using the current edition of the *Diagnostic and Statistical Manual* and other clinical assessment inventories and strategies.

9. Students will demonstrate understanding of research methodology, statistical analysis, needs assessment and program evaluation.

10. School counseling 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.
## Master of Arts in School Counseling

<table>
<thead>
<tr>
<th>Curriculum Requirements for 60 Hour M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP I:</strong></td>
</tr>
<tr>
<td>COUN 501 (3) Lifespan Development</td>
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<tr>
<td>COUN 533 (3) Counseling Theories / Techs.</td>
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<tr>
<td>COUN 536 (3) Group Process</td>
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<tr>
<td>COUN 537 (3) Intro to School Counseling</td>
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<tr>
<td>COUN 579 (2) Psych/Ach Test.</td>
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<tr>
<td>COUN 636 (3) Career Counseling</td>
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<td><strong>GROUP II:</strong></td>
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<tr>
<td>COUN 509 (2) Counseling Research Methods</td>
</tr>
<tr>
<td>COUN 631 (2) Counseling Issues/Ethics</td>
</tr>
<tr>
<td>COUN 638 (2) Cross-Cultural Counseling</td>
</tr>
<tr>
<td>COUN 640 (2) Family Relations</td>
</tr>
<tr>
<td>COUN 669 (3) Pre-Practicum</td>
</tr>
<tr>
<td><strong>GROUP III:</strong></td>
</tr>
<tr>
<td>COUN 773 (3) Counseling Practicum</td>
</tr>
<tr>
<td>COUN 503 (2) Crisis Intervention in Schools</td>
</tr>
<tr>
<td>EDAD 565 (3) School Law I</td>
</tr>
<tr>
<td>COUN 502 (2) Intro to College Counseling</td>
</tr>
<tr>
<td><strong>GROUP IV:</strong></td>
</tr>
<tr>
<td>EDSP 500 (3) Special Education: Ident. &amp; Issues</td>
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<tr>
<td>COUN 538 (3) Advanced School Counseling</td>
</tr>
<tr>
<td>COUN 539 (3) Child Psychopathology</td>
</tr>
<tr>
<td>COUN 670 (4) Counseling Internship</td>
</tr>
<tr>
<td><strong>Electives (9 total hours) To be taken anytime</strong></td>
</tr>
<tr>
<td>List of current electives provided on next page. Other courses/workshops may be approved by advisor and chair.</td>
</tr>
</tbody>
</table>

**Please note:** As indicated above, students should complete the majority of courses in Group I before moving to Group II courses and so on. However, students must successfully complete the following courses prior to enrolling in Practicum: COUN 533, COUN 536, COUN 579, COUN 631, and COUN 669.

Likewise, students must successfully complete COUN 773, Counseling Practicum, before beginning the Counseling Internship.

At the appropriate time in the program, Dr. Norm Townsel, Clinical Coordinator, provides students with the materials necessary to register for Practicum and Internship experiences.
**Master of Arts in School Counseling**

Elective Options for 60 Hour MA

Students can meet requirement for 9 elective credit hours by 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 Addictions - Advanced (Required for Clinical MH)
- COUN 639 (2) Treating Addictions 1 (Fall)
- COUN 634 (2) Brief Counseling Interventions (Spring)

**Current Counseling Electives (Workshops):**
- COUN 434 (2) Intro to REBT and CBT (Summer Workshop)
- COUN 504 (2) Presence Practice – Deeper Therapy (Summer Workshop)
- 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 563 (1) Counseling Challenging Youth (Summer Workshop)
- COUN 535 (1) Trauma and Dissociation (Summer Workshop)
- COUN 520 (1) Diagnosis and Treating Anxiety Disorders (Summer Workshop)
- Annual January Workshop (1) Topic varies but applicable to school counselors

**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 Emotional 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 (course coming in summer 2017)
- 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 Course leading to Career Development Certification (currently not available)
- New Summer Workshops developed each year.

**Additional graduate courses and workshops may count toward elective requirements with advisor and chair approval.**
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.
- Official test scores from the Miller Analogies Test (MAT) or Graduate Record Exam (GRE).
  MAT/GRE requirement waived for applicants whose cumulative undergraduate G.P.A. is 3.5 or higher.
- It is recommended that applicants have an undergraduate G.P.A. of 3.0 or above and MAT or GRE scores above the 40th percentile.

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 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 (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.
School Counseling Curriculum Standards

The Master of Arts Program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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.

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.
PROGRAM OVERVIEWS

MASTER OF ARTS/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 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/

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 12 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.

Advisor:
A – H       Dr. Brent Richardson
I – Mc      Dr. Michelle Hall
Me – R      Dr. Rhonda Norman
S – Z       Dr. Butch Losey
PROGRAM OFFERINGS

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.**

Below please find a brief description of Program requirements and electives:

**GROUP I - REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501 Lifespan Development</td>
<td>Understanding the nature and needs of individuals at all developmental levels, learning theory and personality development, normal and abnormal behavior, lifespan transitions.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 533 Counseling Theories and Techniques</td>
<td>Theories of Counseling are offered for student consideration. Also, interviewing skills and clinical procedures are presented and practiced.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 536 Group Process</td>
<td>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.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 537 Intro to School Counseling</td>
<td>This course introduces students to administrative operations related to counseling services. Personnel and staffing, budget, and public relations issues are addressed.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 579 Psychological and Achievement Testing</td>
<td>An exposure to appropriate testing practices as well as ethical use of group tests. Testing concepts, test selection and evaluation issues are also presented.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 636 Career Counseling</td>
<td>An introduction to career counseling in a variety of settings. Career choice theories, sources of occupational information and career assessment techniques are offered.</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**GROUP I - TOTAL HOURS** 17
### GROUP II - REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 509 Counseling Research Methods</td>
<td>The methodologies of counseling research and statistics are presented.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 631 Counseling Issues &amp; Ethics</td>
<td>Ethical responsibilities of the counselor and counseling as a profession are reviewed via case studies and research.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 638 Cross Cultural Counseling</td>
<td>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.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 640 Family Relations</td>
<td>A review of issues related to the family and various theories of family counseling.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 669 Pre-Practicum/ Counseling Lab</td>
<td>Pre-Practicum/Counseling Lab is a supervised counseling experience where the student conducts individual counseling sessions and receives peer/supervisor feedback.</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**GROUP II - TOTAL HOURS** 11

### GROUP III - REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 773 Counseling Practicum</td>
<td>A supervised training experience providing individual or group counseling services to clients. <strong>NOTE:</strong> All students are expected to have COUN 533, 536, 579, 631 and 669 successfully completed (B grade or better) prior to enrolling in COUN 773.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 503 Crisis Intervention in Schools</td>
<td>Explores the issues and skills involved with the four interrelated phases of crisis prevention and intervention in schools: mitigation/prevention, preparedness, response, and recovery.</td>
<td>(2)</td>
</tr>
<tr>
<td>EDAD 565 School Law</td>
<td>Legal framework within which schools operate. Federal and state precedents. State code. Legal provisions for school finance.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 502 Intro to College Adm. Counseling</td>
<td>Prepares high school counselors in all aspects of facilitating college admissions counseling.</td>
<td>(2)</td>
</tr>
</tbody>
</table>

**GROUP III - TOTAL HOURS** 10
### GROUP IV - REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 500 Special Education: Identification and Issues</td>
<td>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. <strong>NOTE:</strong> Students with previous training in Special Education should consult their advisor for other course possibilities.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 538 Advanced School Counseling</td>
<td>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.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 539 Child Psychopathology for School Counselors</td>
<td>This course will provide a conceptual overview of the foundations of psychodiagnoses. 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.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 670 School Counseling Internship</td>
<td>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. Note: All Students must complete COUN 773 before starting Internship.</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**GROUP IV - TOTAL HOURS**

| Total Hours | 13 |

**Elective Requirements**

(See page 6 for partial list of options)
### School Counseling Programs / Tentative Course Offering Calendar

<table>
<thead>
<tr>
<th>COURSE &amp; CREDIT HOUR</th>
<th>FALL</th>
<th>SPRING</th>
<th>MAY-JUNE</th>
<th>JUNE-JULY</th>
<th>JULY-AUGUST</th>
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<tbody>
<tr>
<td><strong>GROUP I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 501 (3)</td>
<td>R – 4:15 pm</td>
<td>M - 7:00 pm</td>
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<tr>
<td>COUN 533 (3)</td>
<td>W – 7:00 pm</td>
<td>W - 4:15 pm</td>
<td></td>
<td>M – 6:15 pm</td>
<td></td>
</tr>
<tr>
<td>COUN 536 (3)</td>
<td>W - 4:15 pm</td>
<td>W - 7:00 pm</td>
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<td>W - 6:15 pm</td>
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<tr>
<td>COUN 537 (3)</td>
<td>R - 7:00 pm</td>
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<tr>
<td>COUN 579 (2)</td>
<td>M - 4:30 pm</td>
<td>S – 9:15 am</td>
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<td>T/R – 4:00 pm</td>
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<tr>
<td>COUN 636 (3)</td>
<td>T - 4:15 pm</td>
<td>T - 4:15 pm</td>
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<td>T/R – 4:30 pm</td>
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<tr>
<td><strong>GROUP II</strong></td>
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<tr>
<td>COUN 509 (2)</td>
<td>W - 4:30 pm</td>
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<td>M/W – 6:15 pm</td>
<td>T/R – 6:15 pm</td>
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<tr>
<td>COUN 631 (2)</td>
<td>R – 4:30 pm</td>
<td>R – 7:00 pm</td>
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<td>M/W – 4:00 pm</td>
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<tr>
<td>COUN 638 (2)</td>
<td>T – 7:00 pm</td>
<td>M - 7:00 pm</td>
<td></td>
<td>T/R - 6:15 pm</td>
<td></td>
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<tr>
<td>COUN 640 (2)</td>
<td>R – 7:00 pm</td>
<td>R – 4:30 pm</td>
<td></td>
<td></td>
<td>M/W - 6:15 pm</td>
</tr>
<tr>
<td>COUN 669 (3)</td>
<td>T - 4:15 pm</td>
<td>R – 4:15 pm</td>
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<td>M/W - 4:00 pm</td>
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<tr>
<td><strong>GROUP III</strong></td>
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<tr>
<td>COUN 773 (3)</td>
<td>M - 7:00 pm</td>
<td>T - 4:15 pm</td>
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<td>T/R - 4:00 pm</td>
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<tr>
<td>COUN 503 (2)</td>
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<td>MW 6:15</td>
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<tr>
<td>EDAD 565</td>
<td>TBD by School of Education</td>
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<tr>
<td>COUN 502</td>
<td>TBD</td>
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**Electives**

Most counseling elective courses are offered during the summer. There are usually 8 to 10 workshops (1 or 2 credit) that school counseling students can choose from. Also, there is a winter workshop offered in January for one credit. There are also a number of graduate education courses offered each semester that students can choose from. See page 6.
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.

http://www.xavier.edu/CPS/Licensure.cfm

The Xavier University Certification Office is located in Hailstones 203.

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.

STATE OF OHIO

3301-24-05 Rule For Professional Pupil Services-School Counselor License Effective: 10/30/2015

(C) The professional pupil services license, valid for five years for working with learners at all levels, 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) The requirements specified in paragraph (C)(1) of this rule; and

(ii) Master's degree and 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), and successfully complete a BCI/FBI background check.

3301-23-44 Rule For Temporary and Substitute Licenses Effective: 03/24/2013

(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 evidences a currently valid license or 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.

*Licensure Renewal*
The five year professional is renewed for all licenses as follows: As approved by the LPDC-6 semester hours of coursework or 18 CEUs or other equivalent activities related to classroom teaching or the area of licensure. The School Counselor would be required to meet these requirements every five years. Most LPDCs are approving creative things for licensure areas under the “or equivalent activities” clause.

**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.

STATE OF KENTUCY – Amended June 14, 2005

The standard certificate for guidance counselor shall be issued to an applicant who meets one of the following qualification options:

**Option I:**

1. Successful completion of an approved master’s level program in guidance counseling;

2. Successful completion of an additional three (3) to six (6) credit hours from an approved graduate level counseling or guidance counseling program.

3. One (1) year of full time employment as a provisionally certified guidance counselor in a public school or nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association;

4. A valid Kentucky Professional teaching certificate; and

5. A minimum of one (1) year of full time classroom teaching experience on a Professional Teaching Certificate in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association; or

**Option II:**

1. Successful completion of an approved master’s level program in guidance counseling;

2. Successful completion of an additional three (3) to six (6) credit hours from an approved graduate level counseling or guidance counseling program; and

3. A minimum of two (2) years of successful employment as a provisionally full-time certified guidance counselor.

The standard certificate for guidance counselor shall be issued for a period of five (5) years and shall be renewed subsequently for five (5) year periods upon completion of, by September 1 of the year of expiration, the Effective Instructional Leadership Act (EILA) hours as specified by the Kentucky Department of Education in KRS 156.101. It shall be the responsibility of the guidance counselor to provide documentation of this training to the local school superintendent who recommends certificate renewal.
STATE OF INDIANA

I. School Services Standard License – Counselor
   A. Requirements
      1. Completion of one of the following professional experiences:
         a. Two years of creditable teaching experience
         or
         b. Valid out-of-state school counseling licensure and one year experience as a school counselor
         or
         c. A one year school counseling internship, under the supervision of an institution of higher education approved
            for training school counselors
      2. Master's degree in Counseling or related field from a regionally accredited institution and the completion of 30 semester
         hours in counseling and guidance at the graduate level.
      3. Knowledge or competencies in the following areas: counseling theory; human growth and development; social and
         cultural foundations; the helping relationship; group dynamics; lifestyle and career development; appraisal of the
         individual; research and evaluation; and professional orientation.

II. Coverage
   A. Holder of a School Services License - Counselor is eligible to serve as a counselor at all levels.

III. Renewal
   A. School Services Standard License - Counselor may be renewed for one 5-year period upon completion of 6 semester hours of
      graduate work in counselor education directed toward professionalism of this license and with recommendation of the institution
      where renewal credit was earned.

IV. Professionalism
   A. School Services Standard License - Counselor may be professionalized when the holder has completed 5 years of experience in
      accredited schools as a school counselor subsequent to the issuance of the Standard License, with at least half-time in counseling.
   B. Completed 18 or more graduate hours in counselor education beyond the hours required for the Standard License, including 4
      additional areas from the following: evaluation and accountability; consultation; advanced practicum; statistics; supervision of
      counseling programs; human potential; program management; and family counseling.
   C. Recommendation for the Professional License by the institution where the approved professionalization program was completed.
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 programs. 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


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:**

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

**SKILL COMPETENCIES:**

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

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

**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](http://www.schoolcounselor.org)
ALL Card
The Musketeer ALL Card is the official form of identification for the Xavier University community. The ALL Card is essential to students wishing to utilize on-line registration, library resources and campus computers. The ALL card office is located on the Mezzanine Level of Fenwick Place (ph. 745-3374).

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 Fenwick Place (ph. 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.

University Catalog
This booklet is designed for information purposes. Official policies of the University as described in the current University Catalog 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 M (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 year 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 unsatisfactory grades (D or F) 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, 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.

SCHOOL COUNSELING INTERNSHIP INFORMATION

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. Pick up Intent Form from Dr. Townsel or the Counseling Department office.

3. Complete Intent Form and return with resume attached.

4. Schedule appointment with Dr. Townsel.

5. Meet with Dr. Townsel and receive the Internship Handbook.


7. Return Initial Paperwork (see Internship Handbook).

8. Attend Internship Seminar Class.

9. If you will not complete your internship by the end of the semester you must request an extension from the Clinical Coordinator.

10. Meet with Dr. Townsel to discuss how to monitor your progress.

11. Progress will be monitored through your attendance at regularly scheduled on campus meetings.

Dr. Norm Townsel
Clinical Coordinator
townseln@xavier.edu
Department of Counseling
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.
COUNSELING COURSE FEES

Student Professional Liability Insurance Fee
Liability Insurance Fee is charged 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
(This will also cover students in COUN 670 - Counseling Internship and COUN 773 - Counseling Practicum.)

Testing Material Fee
COUN 579- Psychological & Achievement Testing
Fee Amount: $30

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 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 student’s 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:

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.

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 MA in School Counseling web pages via the Graduate Programs link at www.xavier.edu/school-counseling

- 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 Results from 2013-2015 Program Evaluations on next page.

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 reserve the right to refuse such a request.
Gender: 8 male, 29 female
Ethnic/Racial Origin: 5 African-American/Black, 30 White; 2 Hispanic

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

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Percentage who agreed or strongly agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Mean 97.3%</td>
</tr>
<tr>
<td>7) The nature and needs of individuals at all developmental levels</td>
<td>4.32</td>
<td>97.3%</td>
<td></td>
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<tr>
<td>8) Issues and trends in a diverse society</td>
<td>4.62</td>
<td>100%</td>
<td></td>
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<tr>
<td>9) Counseling and consultation processes</td>
<td>4.54</td>
<td>94.6%</td>
<td></td>
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<tr>
<td>10) Group work approaches</td>
<td>4.59</td>
<td>94.6%</td>
<td></td>
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<tr>
<td>11) Career development theories and career couns. process</td>
<td>4.49</td>
<td>94.6%</td>
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<tr>
<td>12) Appraisal and evaluation techniques</td>
<td>4.38</td>
<td>89.2%</td>
<td></td>
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<tr>
<td>13) Research methods</td>
<td>4.22</td>
<td>89.2%</td>
<td></td>
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<tr>
<td>14) Ethical, legal, and professional issues</td>
<td>4.78</td>
<td>97.3%</td>
<td></td>
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<tr>
<td>15) The counseling profession in general and professional groups and activities associated with the profession.</td>
<td>4.73</td>
<td>100%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16) Comprehensive and developmental school counseling Programs</td>
<td>4.65</td>
<td>100%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

General Comments:
A. I feel very prepared to work in schools.
B. Love the program!
C. 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.
D. I think there needs to be more “school specific” courses for the school counseling track.
E. 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.

F. 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.

G. 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?

H. More focus on school counseling

I. I feel comfortable with counseling students, but I don’t have much training with shareholder meetings, laws and regulations, and the school climate.

J. 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:

A3 – 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.

A4 – A8 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.

A9 – 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.
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.
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](http://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.ohiocounselingassociation.com) and **The Kentucky Counseling Association** (www.kyca.org).

**The American School Counseling Association**  
([www.schoolcounselor.org](http://www.schoolcounselor.org))

The American School Counselor 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.kentuckyschoolcounselor.org).

**The Greater Cincinnati Counseling Association**  
([www.cincycounseling.com](http://www.cincycounseling.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, have enjoyed a 35 year relationship by co-hosting an annual professional development conference for counselors and counselors-in-training from the surrounding Ohio, Kentucky, and Indiana metro areas.
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.

CHI SIGMA IOTA AT XAVIER UNIVERSITY

- Leadership
- Research
- Academic Excellence
- Clinical Excellence

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
Students of the Year Awards

Chi Sigma Iota, the National Counseling Honor Society, sponsors awards for an outstanding Community 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
Counseling Program Email Distribution List

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

If you have an update to your email address, please send the information to Diane St. Clair, the Counseling Administrative Assistant at

- stclaird@xavier.edu

To updated your mailing information please submit the following form to the Register’s Office:

- Change of Biodemographics Form

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 Diane St. Clair at (513) 745-2953 to correct an error.

2. Your email automatically directs our messages to your ‘junk’ folder.  
   - Check your junk folders. Emails come from Norman@xavier.edu or StClairD@xavier.edu

3. Your mailbox is full and therefore rejects our message.  
   - You can fix this deleting old/unnecessary emails and emptying your ‘trash’ on a regular basis.
Instructions for Grad Student Forwarding

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

1. Send an email to forwarding@xavier.edu from your XAVIER email account.
2. The email must contain the following items:
   a. The student’s full name
   b. The student’s Banner ID (the first 9 numbers of your ID on your All Card)
   c. The student’s Xavier University email address along with email address to forward emails to (limited to one address).
   d. A statement from the student stating that they understand the following risks which are associated with forwarding of emails:

   - Xavier Information Resources cannot recover the mail being forwarded off of the Exchange server.
   - Xavier Information Resources cannot recover the deleted e-mail once it is forwarded off of the Exchange server.
   - Xavier Information Resources does not retain a backup of your e-mail.
   - Xavier Information Resources does not retain a copy of the forwarded e-mail on the Exchange server.
   - Message tracking is disabled when forwarding is put into place.
   - If you are forwarding with your e-mail client (Outlook, Entourage, Eudora etc.) there will not be a copy left in the inbox.
   - If you forward your Exchange e-mail to another mail server, and that mail server rejects the message for some reason, (Spam, Invalid forwarding address, Message exceeds size limitations, etc.) the original sender does not get a message back stating that the message was not delivered.

3. Xavier University’s Information Resources area will set up forwarding for graduate students twice a week (Tuesdays and Thursdays). A student’s request for forwarding will be handled on the next working day that accounts are set up based on this schedule.
4. The Xavier Information Resources Help Desk will look into problems with forwarding from Xavier’s system. However, problems with student email accounts outside of Xavier (Gmail, Yahoo account etc.) are the student’s responsibility.