Xavier University of Louisiana
Division of Education and Counseling
Counselor Education Program
Student Handbook

Updated Spring 2022

Spirituality
Diversity
Professionalism
Inquiry
Competence
Innovation

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Counselor Education Program Student Handbook

Dear Graduate Student,

Welcome to the Xavier University of Louisiana, Division of Education and Counseling. You have chosen to begin a journey with the goal of becoming a professional counselor. Counseling can be a worthwhile, fulfilling profession for those who are interested in promoting the well-being of clients in a variety of settings. As outlined in the following definition and discussion of professional counseling by the American Counseling Association (ACA), being a professional counselor carries an enormous responsibility and commitment. According to the report generated by the "20/20: A Vision for the Future of Counseling" taskforce (consisting of delegates comprised of 31 counseling organizations), the agreed upon, unified definition of counseling is as follows:

> *Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals* (ACA, 2013).

Congratulations on your acceptance to the Graduate School at Xavier University of Louisiana! The *Student Handbook* is to prepare you for candidacy in the Counselor Education Program (after you reach the completion of 21 credit hours). This handbook will serve as a supplement to the University Catalog and the Graduate Student Handbook published by the Office of Graduate Studies. It will guide you through the program.

It is your responsibility to become familiar with the University's handbook, Office of Graduate Programs Graduate Student Handbook, and all academic policies and procedures. Your program faculty are always ready to assist you in your program of study sequence. Additionally, you will also be assigned a faculty advisor.

After reading the Counselor Education Student Handbook, please feel free to contact your academic advisor with any questions or concerns about the program. The Handbook is updated once per year and is available in the BrightSpace *Graduate Counseling Program* site.

We look forward to assisting you in meeting your career goals and wish you the best in the pursuit of your career goals.

Sincerely,

The Counselor Education Program Faculty

Professional Counseling

What is professional counseling?

Counseling is a collaborative effort between the counselor and the client. Professional counselors: (a) help clients identify goals and potential solutions to problems that cause emotional turmoil, (b) seek to improve communication and coping skills, (c) strengthen self- esteem, and (d) promote behavior change and optimal mental health.

Professional counseling is the application of mental health, psychological or human development principles. This is done through clinical strategies that address wellness, personal growth, and/or career development. Using a wellness model and incorporating spirituality, professional counselors enable clients to fully access all the dimensions of their personality.

To prepare for this challenging career, professional counselors undergo extensive education and clinical training. This includes at least a master's degree and field training (practicum and internship) with a solid foundation in research and program evaluation, techniques, theories, human growth and development, career and lifestyle development, socio-cultural foundations, group work, ethics, assessment, and diagnosis of psychopathologies.

Professional counselors serve in schools and universities, hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations and agencies as well as community and private practice settings.

To learn more about what professional counseling is from the American Counseling Association, visit this page: https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/overview

Xavier University of Louisiana

There are 102 historically Black colleges and 244 Catholic Colleges in the United States. Yet, only one is both historically Black and Catholic. That distinction belongs to Xavier University of Louisiana, where we strive to combine the best attributes of both our faith and our culture.

Located in New Orleans, the university dates to 1915, when the co-educational secondary school, from which it evolved, was founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament. Saint Katharine came to the city at the request of the local archbishop to provide African Americans who, at the time, were denied admission to existing local and state Catholic colleges, with opportunities for Catholic higher education.

Although the Sisters maintain a vital presence on campus, today, Xavier is governed by an independent, lay/religious board of trustees on which the Sisters have representation. Even with its special mission to serve the Black, Catholic community, Xavier's doors have always been open to qualified candidates of any ethnicity, culture,

or creed.

Xavier University Mission & Goals

The ultimate purpose of the University is to contribute to the promotion of *a more just and humane society* by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

Thus, the students will be able to assume roles of leadership and service, Xavier graduates will be: Educated in a specialty that will prepare them to meet the needs of an ever-changing society.

Graduate Programs

Graduate programs at Xavier University began in 1933 in response to requests from persons in the New Orleans area who wished an opportunity to pursue graduate studies. Since that time, Xavier's Graduate Programs have provided quality programs that foster the core values of scholarship, service and societal improvement consistent with Xavier's unique mission. Academic achievement, professional practices, and ethics are stressed in each discipline.

Scholarship, teaching, and service are integral to the student's educational experience at Xavier and beyond the classroom into the community at large. As part of the educational experience, Xavier's Graduate Programs encourage faculty-student and student-student relationships to cultivate respect for the individual and foster human development.

The following degrees are offered at Xavier: the Master of Arts, the Master of Arts in Teaching, and the Master of Theology. The programs focus on the disciplines of education, counseling, public health, speech pathology, and theology.

The Division of Education and Counseling History & Goals

Since 1925, when it was founded, Xavier University of Louisiana has accepted the sacred privilege and social responsibility of preparing well-qualified teachers for public and private elementary and secondary schools. The university continues to train future teachers who have a deep sense of social and civic responsibility, are liberally educated, and possess the philosophical principles and professional character essential to their vocation and career. The goal of the Division of Education and Counseling is to *develop reflective professionals who are collaborative change agents toward a more just and humane society*.

The Division of Education and Counseling infuses all curricula with understandings that recognize and develop the gifts and rich heritage each person brings to his/her respective program. The Division identifies six core values: spirituality, diversity, professionalism, inquiry, competence, and innovation. These constructs are

interconnected with one another and to the goals of the Division.

Multiple assessments are used in the Division to monitor candidate performance and improve operations and programs. The unit systematically collects and analyzes data at specific checkpoints through the Trac-DAT Assessment System.

The Division of Education and Counseling received reaccreditation by the National Council for Accreditation of Teacher Education (NCATE) in April 2011. This signifies that the graduates have been prepared according to accepted national standards of excellence and that the programs meet high standards in areas including program design, delivery, and quality of faculty. Xavier was the first private college in Louisiana to receive this prestigious rating. NCATE has been replaced by CAEP which determines the accreditation status of education preparation. Additionally, the Counseling program was accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) in 2015. The program was reviewed against high professional standards that assure the quality of its accountability system, its faculty, and its graduates.

Division of Education and Counseling Conceptual Framework

The Division identifies six constructs, you will notice them on the cover sheet of the handbook: spirituality, diversity, professionalism, inquiry, competence, and innovation. These constructs undergird its conceptual framework. Through a process of reflection, the core concepts are continuously related to one another and to the goals of the Division.

1.0 Spirituality: An innate dimension of the human person from which an individual derives an ability to form relationships (with God, the human community and all of creation), values and a perceived meaning of human life and experience.

- 1.1 Support the continuing development of self and others. (PD)
- 1.2 Engage in advocacy in the form of service learning, community service, program development, and volunteerism. (PD)

2.0 Diversity: The commitment to awareness and knowledge about human dispositions that leads to more respectful just and human interactions.

- 2.1 Build a sense of community in the learning environment. (PD)
- 2.2 Respect individual differences of people (race/ethnicity, language, gender, sexual orientation, religion, class, and exceptionalities). (PD)
- 2.3 Work well with individuals from varying cultural backgrounds and in diverse settings. (PD)

3.0 Professionalism: Values and beliefs that guide thought, activities, and attitudes which create a more just and humane world and is expressive of the worth and value placed on all beings.

- 3.1 Demonstrate responsibility for professional behavior both in and out of the professional setting. (S)
- 3.2 Collaborate with peers and others to achieve professional goals. (PD)

4.0 Inquiry: Systematic quest for truth and knowledge.
- 4.1 Investigate current issues in the professional field. (K)
- 4.2 Utilize critical thinking and data in making decisions. (K, S)

5.0 Competence: Mastery of knowledge and procedural skills gained through performance to improve student learning and client services.
- 5.1 Demonstrate extensive knowledge of the content.(K)
- 5.2 Assess learning and use results to implement best practices. (K)
- 5.3 Communicate effectively through the use of oral and written language.(S)
- 5.4 Demonstrate and model reflective practice to improve student learning and client services.(S)

6.0 Innovation: Newly developed and emerging materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments and evaluation. (S)
- 6.1 Integrate a range of technology to enhance instruction and assessment. (S)
- 6.2 Use technology to enhance productivity and professional practice. (S)

(K) = Knowledge (S) = Skill (PD) = Professional Disposition

THE COUNSELOR EDUCATION PROGRAM

The Counselor Education Program History

As early as the 1950s Xavier University of Louisiana was graduating professionals with certification in counseling. Many of the students at that time were teachers in the New Orleans public schools who sought add on certifications in community counseling, student services counseling, and educational guidance. During that time, there was a growing need for counselors in a variety of settings, including community mental health agencies, schools, and organizations. Initially, courses were offered in the administration building but after the opening of the new library in 1995, the counselor education faculty moved there, operating on the 5th floor.

CACREP. The counselor education faculty submitted the CACREP self-study in fall 2004 and was anticipating a site visit when Hurricane Katrina changed the landscape of the University and all program faculty were displaced. Because of the extensive damage to the University and because the full-time faculty were unsure of the future of the program, they chose not to return to Xavier. Only one adjunct faculty member who then became full time sustained the program. In fall 2007, a second full-time faculty member was hired and in 2009, the third full-time faculty member was added. The faculty had to begin the accreditation self-study process anew. At the time, the CACREP standards were in the process of being revised and a decision was made to wait until the 2009 CACREP standards were adopted. Since that time, the program has continued to follow the standards and in 2011 received approval to pursue accreditation.

The Counselor Education Program Mission

The Counselor Education Program, housed in the Division of Education and Counseling, furthers Xavier's mission by preparing counselors to assume roles of leadership and service in society as Professional Counselors (PCs) through our (CACREP) standards-based program.

Mission: To promote a more just and humane society through counseling, the faculty prepare candidates who are knowledgeable, competent, reflective, and ethical. These candidates exhibit the highest degree of professionalism in facilitating the personal growth and development of clients at the individual, institutional, and systemic levels. This preparation takes place in a diverse teaching and learning environment that incorporates all relevant educational means, including scholarly works and community service.

The Counselor Education Program Philosophy

The Xavier University Counselor Education Program educates students within an integrated leadership-practitioner model thus enabling students to become professionals who are change agents in promoting and advocating for a more just and humane society.

Clinical Mental Health Counseling Program

The counselor education program faculty prepare candidates based on CACREP Clinical Mental Health Counseling standards to work in a variety of diverse settings (including agencies, institutions, and private practice), collaborate with local community stakeholders, promote a more just and human society through service learning and service projects, commit to ongoing program evaluation, advocate for their clients and the counseling profession, and engage in continuing professional development.

Professional School Counseling Program

The counseling program faculty is equally committed to preparing candidates to be knowledgeable, competent, reflective and ethical Professional School Counselors.

Faculty prepare candidates to work in diverse school environments; advocate care and support for all students; develop comprehensive school counselor programs based on the standards of the American School Counselor Association (ASCA Model) and adopted by the Louisiana Department of Education; collaborate with parents, school administrators and community agencies; commit to lifelong professional development; and promote a more just and humane society as leaders of the school counseling profession.

Program Goals & Objectives

Regardless of specialization, students pursuing an MA in Counselor Education must demonstrate knowledge and skills in all Student Learning Outcomes identified with the

CACREP standards for core and specialization areas. The counselor education program faculty is committed to ensuring the development of reflective professionals, collaborative change agents toward a more just and humane society, as outlined in the Conceptual Framework for the Division of Education and Counseling. In order to realize this goal the division infuses all curricula with understandings that recognize and develop the gifts and rich heritage each person brings to the respective program.

Counselor Education Program Faculty

Walter Breaux, III, Ph.D., LPC-S, NCC
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Dr. Walter Breaux, III possesses a diverse portfolio of professional work with a focus on the human development and experience of the psyche. He is a university professor, clinical therapist, corporate trainer, and numerological consultant currently practicing in New Orleans.

Dr. Breaux currently serves as the Director of the Counseling Program, Associate Chair of the Division of Education and Counseling, and an Associate Professor of Counseling at Xavier University of Louisiana. Dr. Breaux completed his Ph.D. in Counselor Education with an emphasis in Human Services Counseling from the University of New Orleans. He received his M.A. in Mental Health Counseling and a B.S. in Psychology both from Xavier University of Louisiana. Dr. Breaux is dynamic and engaging as a classroom instructor, workshop trainer, and therapist; possessing the ability to facilitate insightful, client-centered sessions for those seeking psychotherapy or spiritual analysis.

Dr. Breaux is a licensed professional counselor (LPC) with over 15 years of exceptional clinical service. Dr. Breaux has also offered his services as a Master Numerologist and Life Consultant with more than a decade of study and successful practice in the numerological sciences and metaphysical wellness with individuals and couples. Dr. Breaux's accurate and unique analysis of personal, relational, and environmental functionality is highly sought and endorsed by his clients, colleagues, and students.

Judith G. Miranti, Ed.D., LMFT, NCC
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Dr. Judith Miranti received her Bachelor of Arts degree from Our Lady of Holy Cross College, her Master's Degree in Psychology and Guidance, and Administration and Supervision from Our Lady of the Lake University in San Antonio, Texas and her

doctoral degree in counselor education and supervision from the College of Education, Department of Counseling and Personnel Service at the University of Nevada at Reno. She has state certifications as an elementary and junior high teacher in the social sciences, school counselor, school administrator, and school superintendent. She has been a counselor educator since 1984.

Dr. Miranti served in higher education administration as a department chair, academic dean and as vice president for academic affairs at our Lady of Holy Cross College (now the University of Holy Cross.) Upon her retirement from the University of Holy Cross, she was awarded Professor Emeritus and the Center for Teacher Education was named for her. Since 2007 she has worked at Xavier University, first as Director of the Division of Education and Graduate Studies, then as Director of the Graduate Counseling Program. She serves as the liaison for the Council for the Accreditation of Counseling and Related Education Programs and served on the CACREP board from 1999-2005.

Dr. Miranti is a National Certified Counselor, and a Licensed Marriage and Family Therapist. She has co-authored books, journal articles and book chapters to help counselors better understand and address the spiritual needs of clients. She was instrumental in the development of the spirituality competencies which have been endorsed by the American Counseling Association and for convening the first invitational Summit on Spirituality.

Dr. Miranti has held several leadership positions within the counseling profession, most notably as President of Chi Sigma Iota, International, and Chapter Faculty Advisor for many years. She also has been President of the Association for Spirituality, Ethics, and Religious Values in Counseling as well as the Governing Council of the American Counseling Association. She held board positions on several divisions within the Louisiana Counseling Association. She has been recognized for excellence in professional service by state organizations and received American Counseling Association's most prestigious award, *the Gilbert and Kathleen Wrenn Humanitarian and Caring Person award*.

Ariel Encalade Mitchell, Ph.D., LPC-S, NCC
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Dr. Ariel Encalade Mitchell is a graduate of the University of New Orleans where she earned a Ph.D. in Counselor Education. She also holds a Masters degree in Marriage and Family Therapy and a Bachelors degree in Psychology. She is a licensed professional counselor supervisor, licensed marriage and family therapist, certified school counselor, and registered play therapist supervisor.

Currently, Dr. Encalade Mitchell is an Assistant Professor in the graduate counseling program at Xavier University of Louisiana. Her professional experience includes serving 8+ years in school settings as a professional school counselor and program director focused on programming to influence student development holistically. Moreover, she is the founder/CEO of Cognitive Solutions LLC, a mental health, mediation, and consulting company. Dr. Mitchell's work through Cognitive Solutions LLC is specialized in the areas of family systems, child play therapy, and military family life.

Dr. Encalade Mitchell's research interests include play therapy and social phenomenon impacts on child and family development. She has published and presented at state, national, and international conferences addressing counseling related issues such as leadership, ethics, advocacy, career development, and the development of school counseling. She has served leadership roles within Chi Sigma Iota, Louisiana School Counseling Association, and the Louisiana Counseling Association. As an educator, researcher, and clinical therapist, Dr. Encalade Mitchell intends on continuing her work of educating future clinicians and advocating for the counseling profession.

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Cirecie A. West-Olatunji serves as full professor at Xavier University of Louisiana and director of the Center for Traumatic Stress Research. She is also a past president of the American Counseling Association (ACA) and the Association for Multicultural Counseling and Development (AMCD).

Nationally, Dr. West-Olatunji has initiated several clinical research projects that focus on culture-centered community collaborations designed to address issues rooted in systemic oppression, such as transgenerational trauma and traumatic stress. Cirecie West-Olatunji has conducted commissioned research under the auspices of the: National Science Foundation, ACA Foundation, Kellogg Foundation, federal Witness Assistance Program, Spencer Foundation, the American Educational Research Association, and the African American Success Foundation. Her publications include two co-authored books, numerous book chapters, and over 50 articles in peer-reviewed journals. In addition to national presentations, Dr. West-Olatunji has delivered research papers in Eastern and Western Europe, the Pacific Rim, Africa, and the Americas.

Additionally, she provided consultation in a PBS initiative to create a children's television show focusing on diversity through KCET-TV in Los Angeles, CA ("Puzzle Place"). Dr. West-Olatunji has also provided consultation to the Center for American Education in Singapore and to the Buraku Liberation Organization in Japan to enhance their early childhood and counseling initiatives. More recently, coordinated disaster mental health outreach projects in post-Katrina New Orleans, Southern Africa, and Haiti.

Student Orientation

The counselor education program faculty provides a graduate student orientation prior to each academic semester. The primary objectives of this meeting are to introduce students to relevant divisional procedures and academic policies; advising, admission requirements; candidacy requirements, student organizations, and the Division of Education and Counseling Conceptual Framework. Information is disseminated to new and potential students regarding the sequencing of courses in each specialty area, school, and clinical mental health. In addition to the student orientation prior to the beginning of each semester, there is a mandatory student forum that is scheduled within the first month of the session. This is a time to give program updates and allow students to raise any questions or programmatic issues. They find these forums extremely valuable.

Division Webpage and Brightspace

The counseling education program at Xavier University of Louisiana has a web page (http://catalog.xula.edu/preview_program.php?catoid=30&poid=6595&returnto=1585) that contains information pertaining to the counseling program such as CACREP accreditation, faculty information, programs specialties, program forms, student handbook, International Counseling Honor Society (Chi Sigma Iota), professional organizations, and other University links such as the University Catalog, important due dates, academic calendar, etc. Resources are also available to current students on Brightspace that has announcements, the program of study, and course syllabi.

ACADEMIC POLICIES AND PROCEDURES

Counseling Specializations

Professional preparation is offered for counselors to work in schools, post-secondary educational settings, and mental health facilities. Counseling programs meet all requirements for state certification and academic requirements for licensure. The program track specializations are: School Counseling and Clinical Mental Health Counseling

Financial Arrangements

Xavier University is a private institution and charges tuition accordingly. In-service personnel in educational institutions receive a tuition discount that is subject to change without notice. Questions about other forms of financial assistance should be directed to the Director of the appropriate graduate program. All inquiries about financial aid should be directed to the Office of Financial Aid.

Request for Transcript

Transcripts of a student's academic record will be issued upon written application to the Registrar and payment of the fee at least one week in advance of the date the record is needed, provided that all financial obligations to the university, including Federal Loan

repayments, are cleared. No transcripts will be issued during the period of registration or the period of final examinations.

Fees and Expenses

For information about the Division of Education and Counseling Fees and Expenses, please see the general Tuition, Fees, and Expenses section of this Catalog.

Specific Requirements for Division of Education and Counseling Students

English writing competency requirements

All graduate students in the Division of Education and Counseling are required to demonstrate competency in written English. Candidates must submit a writing sample with the application for admission. **If competency in written English is not demonstrated, candidates will be required to enroll in GENG 5150, Advanced Writing, during the first semester** it is offered after being admitted into a graduate program or, in some cases, use the Writing Center. The Chair of the Division of Education and Counseling will inform candidates as to which option they are required to complete.

General Policies

1.) Acceptance as a graduate student is not a guarantee that a graduate degree will be awarded.
2.) Students pursuing graduate degrees ordinarily must complete all requirements within seven years from the first registration date.
3.) All graduate students, both full-time and part-time, will be assigned an advisor upon selection of a degree program. The advisor will assist the student in planning his/her program of study. Students are required to have the approval of the advisor for each course(s) selected each semester. The coordinator of each of the graduate programs is also available to discuss a student's program and concerns.
4.) Upon successful completion of a minimum of 21 credit hours, the student must seek his/her advisor's approval to apply for degree candidacy. Candidacy status is awarded by the Graduate Programs Council.
5.) Graduate students enrolled for a minimum of six credit hours per semester or three credit hours during the summer are considered full-time.

Xavier University ID

Every student should obtain an identification card upon completion of his/her registration. For information about Xavier Identification Cards, please see the general Student Life section of this Catalog.

Admission to Candidacy

A graduate student does not become an actual candidate for a graduate degree until granted formal admission to candidacy. To be admitted to candidacy, the student must have completed at least 21 semester hours of graduate credit at Xavier University, removed all deficiencies, obtained the written approval of his/her advisor, signed the Application for Candidacy form, and received approval from the Graduate Programs Council. At the time of filing, the candidate must meet the requirements of the

University regarding academic scholarship as outlined in each degree program. For counseling students, this includes the submission of a completed Mandatory Counseling form to their academic advisor prior to being approved for candidacy.

Transfer Credit

A maximum of nine (9) semester hours of credit may be considered for transfer from another accredited institution of higher education toward a graduate degree at Xavier University. Each request for a transfer of credits will be considered on an individual basis. It is the responsibility of the student to have an official transcript from the institution where the graduate credits were taken mailed directly to the Director of the appropriate graduate program. The student must request and have sent directly to the appropriate Director a course description, in English, for each course under consideration. Under no circumstances will consideration be given unless the above documents are on file. The grade earned, the time elapsed since the credit was earned, and the value of the course content to the candidate's program will be considered when determining transfer credit. Consideration will be given only for those courses for which a grade of "A" or "B" was assigned. Normally, credits older than six years are not acceptable for transfer. Requests for transfer credit will not be given consideration until the student has received candidacy status.

Students currently enrolled in a Xavier degree program may not take courses at other institutions without the prior written permission of their advisor and the Director of the appropriate graduate program. This request must be accompanied by the course description from a college publication. Upon completion of the course work, an official transcript for each course to be transferred must be submitted to the Director of the appropriate graduate program. Additional information, such as course syllabi and assignments, may also be required.

Requirement for a Second Master's Degree

A student who has earned a master's degree at Xavier may apply for a second master's degree only if the second degree is in a different program from the first. Individuals pursuing a second master's degree at Xavier may petition for acceptance of up to nine credit hours from the first master's degree towards the second master's degree. The acceptance of hours from the first master's degree toward the requirements for the second master's degree must be recommended by the program Director for the second degree.

Registration

Only those students duly admitted to a Graduate program may register for graduate courses. Before each term's registration, the student must consult with his or her assigned advisor and obtain approval for the courses for that term. Students who are studying full-time during the regular semester are limited to 9 credit hours. Permission to register for additional credits in any term must be approved by the Director of the appropriate graduate program.

Graduate Courses for Undergraduates

Undergraduate senior students in their last year of study may be permitted to take a

maximum of six credit hours of introductory-level graduate courses. The request must be initiated by the student and his/her departmental chairperson. Permission is contingent upon the student having a minimum cumulative GPA of 3.0 and approval of the Chair/Director of the appropriate graduate program and the instructor of the graduate course. The student will receive graduate credit upon successful completion of the course(s). This course work may be applied to a graduate degree program only AFTER the student has completed ALL the admission requirements and received formal acceptance to a Graduate program. Under no circumstances will a graduate course be applied to both undergraduate and graduate credit.

Undergraduates who wish to apply to a graduate program to take a graduate course must (1) complete the application form, (2) have an official transcript of their undergraduate credits sent directly to the Director of the appropriate graduate program, and (3) have a letter of good standing from their academic advisor, as well as a specific recommendation as to which course(s) the student may take.

Audit Policy

A graduate student who wishes to audit a course must obtain permission from his/her advisor, the instructor of the course and the Chair/Director of the appropriate graduate program prior to course registration. A student wishing to audit must have met all Xavier University Graduate Programs admission requirements and received formal acceptance. Regular attendance is required for a grade of AU.

Auditors are subject to the same fee structure as credit students and regular class attendance is required. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes as indicated in the official calendar for that semester.

Residence Requirements

The term "residence" refers to the need to take courses in any given program under the auspices of the Xavier University Graduate Program. At least 27 of the credit hours to be applied toward the Master's degree in Counseling must be taken in residence.

Withdrawal Process

A student must meet with his/her advisor before withdrawing from any course or his/her graduate program. The student who withdraws from his/her graduate program must complete the University's Withdrawal Form and meet university withdrawal requirements. Students who do not complete the required documentation for withdrawal will receive a grade of "F" for the course(s). When a student withdraws a course(s) and the withdrawal does not bring that student to zero hours, the Add-Drop form must be completed.

Xavier University reserves the right to request the withdrawal from Graduate Programs of any student who is unable to meet the established standards of scholarship.

ACADEMIC PROBATION AND DISMISSAL

Academic Probation

A student whose grade-point average in any semester or whose cumulative grade point average falls below 3.0 will be placed on Academic Probation. Students on Academic Probation must meet with their advisor regarding their status and future enrollment. Students who are permitted to continue in their program of study may be limited to one course and no more than 6 semester hours in the following semester.

Students on Academic Probation will be given one semester to earn a minimum grade-point average of 3.0 in all courses pursued during that semester, and not more than two semesters to raise the cumulative grade point average to 3.0.

Academic Dismissal

Students on Academic Probation who do not attain the required 3.0 average after two semesters will be academically dismissed. Conditions for continuation in the graduate programs must be recommended by the Advisor and the Chair/Director of the appropriate graduate program.

A student who accumulates two grades of "C" or below will be academically dismissed.

A grade of "C" in a major course usually will necessitate retaking the course.

Dismissals

Procedures For Dismissal For Academic Failure

Graduate students who earn a C in any course will be on academic probation and must repeat that course as soon as it is offered in the course sequence. In addition, graduate students whose cumulative grade point average for two consecutive semesters is below 3.0 will be dismissed from the program.

The dismissal listed above is administrative in nature and there is no appeal for students who have been academically dismissed. They are notified by the Divisional chairperson that they have been placed on academic probation or dismissed from the program.

Procedures For Dismissal For Other Than Academic Reasons

In addition to terminating students for academic failure, students may be dismissed for ethical violations, including but not limited to academic dishonesty, failure to meet requirements outlined in this handbook, and/or personal dispositions unsuitability for the profession. The following protocol will be followed as a part of ongoing screening when the faculty identifies behaviors that indicate possible incompatibility with the counseling profession:

1. Faculty-initiated private verbal discussion, including a collaborative dialogue between the counseling faculty member(s) and the student concerned in which problematic behaviors are identified and specific suggestions are made for remediation;

2. If the identified behavior continues, the faculty members(s) document specific concerns and present them to the other program faculty. The faculty collaboratively address alternatives and future course of action which are approved by the Chair of the Division of Education and Counseling;

3. A faculty meeting with the student to discuss continued concerns and options. Specific goals for remediation are addressed, including timelines and consequences of noncompliance. The student receives written feedback detailing problem areas, including clear guidelines for retention;

4. If retention goals are not met within the specified timeline, and problematic behaviors persist, the student is dismissed from the program for non-academic reason;

5. Subject to the review of the Graduate Academic council, students may be dismissed from the program for factors other than academic failure. Status is then determined by the Graduate Academic council. The dismissal may then be appealed by the student in writing to the Graduate Council; and

6. Finally, the Graduate Academic council decision may be appealed by the student in writing to the Provost of the University.

Appeal

Students have the right to appeal their dismissal from a graduate program to the Graduate Programs Council. This appeal for review requires a letter written by the student to the Graduate Programs Council in care of the Chair of the Division of Education and Counseling. The letter should explain extenuating circumstances that resulted in poor academic performance.

Readmission Following Dismissal

Students who desire readmission to the university following academic dismissal must make an appointment with their advisor and discuss the reasons for petitioning for readmission. Following that meeting, the student must complete a readmission form and submit it to the Chair of the Division of Education and Counseling. Readmission must be approved by the Graduate Programs Council.

Readmitted students must make an appointment with their advisor for permission to register for a graduate course(s). Students readmitted after academic dismissal are placed on academic probation and will be dismissed if they do not earn a cumulative average of 3.0 in all courses pursued during the first semester following readmission. If a student is not readmitted, that student may appeal the decision in writing to the Graduate Programs Council within two weeks of receiving notification.

Student Discipline

For information about Student Discipline, please see the general Student Life – Student Discipline section of this Catalog.

Academic Standards
To be awarded a master's degree, a student must have achieved a "B" (3.0) average in all required coursework. A high level of scholarship must be maintained if in graduate study is to be approved. The student's academic progress is measured quantitatively in terms of credit hours and qualitatively in terms of quality points.

Graduation
Xavier University recognizes three completion dates: Fall, Spring, and Summer. For Education and Counselor Education students, the university conducts one commencement exercise, which is held following the completion of the Spring Semester each year. For Theology students, the university conducts one commencement exercise which is held at the completion of the summer session.

PRACTICUM AND INTERNSHIP

Practicum
Master's degree students are required to register for a three-credit (3) credit practicum course that includes 100 hours of field experience during an academic term, 40 of which are direct client hours. The practicum offers students the first opportunity to provide counseling services to actual clients. It is strongly recommended that practicum be taken near the end of a student's master's program, immediately before the student begins internship. This assures that most of the coursework will have been completed. Students who are ready to start practicum and internship must complete an application form and consult with the clinical coordinator.

Students attend a weekly three-hour practicum class during a semester. Each class session includes an hour of advanced instruction and 1& 1/2 hours of group supervision of the work students perform at their practicum site. The time spent in supervision counts toward the 100 clock hours required.

Students may recommend a site in which they perform counseling services under the supervision of a qualified mental health professional. In order to meet the 100 hours of field experience students must spend a minimum of 6-7 hours each week on site during a regular semester and 15-16 hours each week during a summer term. Students are encouraged to complete their practicum and internship at the same site or to secure a placement for their internship during the term they are enrolled in practicum.

Summer Practicum
The summer practicum and internship the clinical director will review the sites for summer practicum. Some sites are not suitable for a 8-week practicum because clients cannot be seen immediately. The expectation of the program is that students enrolled in summer practicum will spend at least 15 hours on site a week, in addition to the 3 ½ hours of required weekly supervision and the weekly class meetings. It should be noted that summer practicum is only available to clinical mental health counseling students.

Prerequisites to Enrollment in Practicum

Application for practicum placement will be approved only after the student has completed the required courses and have met all the appropriate standards set forth by the faculty. In order to have a successful field experience, students should complete the majority of courses listed in the program of study before applying for practicum. Any waiver of these requirements must be approved by the clinical coordinator.

Mandatory personal counseling for pre-candidacy students

Beginning Fall 2019, all students admitted to the Xavier University of LA Counseling Program are required to participate in a minimum of three (3) individual counseling sessions when submitting their Admission to Candidacy form and before applying for Practicum. Students who do not complete the personal counseling requirement for beginning students will not be able to continue their studies in the program.

Mandatory personal counseling for Interns

Beginning Fall 2019, all students enrolled in the Xavier University of Louisiana Counselor Education Program are required to participate in a minimum of six (6) individual counseling sessions while enrolled in Internship. At least three (3) of these must be during internship I and at least three (3) during internship II. Students who do not complete the personal counseling requirement for interns will not be able to continue their studies in the program. Specifically, Internship I students must submit their Mandatory Counseling form with their logs at the end of the semester. Internship II interns are to submit their Mandatory Counseling form before an oral defense exam can be scheduled.

Internship

Master's degree students are required to register for two, three-credit (3) credit internship courses that include 600 hours of field experience during an academic term, 240 of which are direct client hours. The Internship I and II courses offer students the continued opportunity to provide counseling services to actual clients. It is required that internship be taken following a practicum experience. Students who are ready to start internship must complete an application form and consult with the clinical coordinator.

Students attend a weekly three-hour internship class during the semester. Each class session includes an hour of advanced instruction and 90-minutes of group supervision of the work students perform at their practicum site. The time spent in supervision counts toward the 600 clock hours required.

Comprehensive Examinations

A written comprehensive examination is required of every master's degree candidate who does not choose the option to write a thesis. An oral examination may also be required if the faculty deem it necessary. Comprehensive examinations may be taken after or during the term in which the candidate for the degree is registered for the last three hours of credit. In the latter case, the student must have completed all core courses and the required courses in the area of concentration.

The written comprehensive examination is designed to test the candidate's mastery of

his or her major field and not simply the course material. A student who fails his/her comprehensive examination the first time must meet with his/her advisor before registering to take the comprehensive examination the second time. A student who fails the comprehensive examination a second time must complete three credit hours as assigned by his/her advisor before the third attempt. Any student failing the comprehensive examination the third time will be disqualified as a candidate for a degree from Xavier University in that discipline.

All counseling majors must take and pass the national Comprehensive Preparation Counselor Examination (CPCE) in order to receive the Master of Arts in Counseling degree. CPCE is the written comprehensive examination that satisfies the University requirement for comprehensive examinations.

Thesis Requirements

A student may choose the option of writing a thesis in lieu of a written comprehensive examination. However, the student must enroll in EDCI/EDAD 7500 – Thesis – for 3 hours of graduate credit the semester prior to his/her last semester. The grade will be posted at the end of the next semester. For details related to the Thesis Requirement, please refer to the Division of Education and Counseling's *Graduate Student Handbook*.

Endorsement Policy

At various times, students require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy. Students should be aware of this policy and seek endorsement only for employment and credentials for which the relevant track has been completed. If the student chooses to complete the coursework and field experience requirements for additional tracks, she/he will be endorsed for those tracks as well.

Counseling Licensure and Certification

All graduate students should plan at the outset of their program to become licensed as professional counselors in Louisiana or another jurisdiction in which they plan to live and work. In addition, since Louisiana uses the NBCC examination for licensure, it is recommended that graduate students apply to become National Certified Counselors (NCC). Students who plan to work as school counselors will be required to become certified as school counselors by the state of Louisiana.

ASSESSMENT PORTALS

1. Admissions
    a. Interview
    b. Personal Statement
    c. Standardized test scores (min. GRE score 280; min MAT score 380)
    d. GPA – Min. 2.5
2. Candidacy
    a. Pre-Candidacy student evaluation
    b. GPA – Minimum 3.0

c. Graduate Council Decision
d. Pre-Candidacy Mandatory Counseling

3. Practicum/Internship
   a. Professional Dispositions Instrument
   b. Supervisor Evaluations-Site, Triadic, and University
   c. Self-Evaluation
   d. Minimum grade of B
   e. Internship: Mandatory Counseling
4. Comprehensive Examinations/Graduation
   a. NCE, Praxis, and/or Program Examination Completion and Pass
   b. Oral Defense
   c. Graduation Certification

PROGRAM OF STUDY for the MASTER OF ARTS IN COUNSELING

REQUIRED COURSES FOR ALL SPECIALIZATIONS

Course Numbers & Titles	Credit Hours	Frequency Taught
COUN 5000 Research Methodology & Program Evaluation	3	Once Per Year
COUN 5005 Foundations & Ethics of the Counseling Profession	3	Once Per Year
COUN 5010 Counseling Theories	3	Once Per Year
COUN 5015 Counseling Techniques	3	Once Per Year
COUN 5020 Lifestyle and Career Development	3	Once Per Year
COUN 5025 Human Growth and Development	3	Once Per Year
COUN 5100 Group Work in Counseling	3	Once Per Year
COUN 5105 Appraisal & Assessment in Counseling	3	Once Per Year
COUN 5110 Psychopathology and Diagnosis	3	Once Per Year
COUN 5115 Family and Systems Counseling /or COUN 5320 Marriage, Couple & Family Counseling	3	Once Per Year
COUN 5120 Crisis, Trauma, Grief and Loss Counseling	3	Once Per Year
COUN 5125 Social & Cultural Diversity in Counseling	3	Once Per Year
COUN 5130 Behavior Disorders of Children and Adolescents	3	Once Per Year
COUN 5515 Advanced Counseling Techniques	3	Once Per Year
TOTAL SEMESTER HOURS COMMON TO ALL	***42***	

SPECIALIZATION AND FIELDWORK SPECIFIC COURSES

Clinical Mental Health Counseling

Course Numbers & Titles	Credit Hours	Frequency Taught
COUN 5310 Clinical Mental Health Counseling: Principles and Practices	3	Once Per Year
COUN 5410 Clinical Mental Health Counseling Practicum	3	Once Per Year
COUN 5610 Clinical Mental Health Counseling Internship I	3	Once Per Year
COUN 5510 Clinical Mental Health Counseling Internship II	3	Once Per Year
COUN 5999M Clinical Mental Health Counseling Comprehensive Examination	0	Twice Per Year
Elective 1**	3	See Table
Elective 2**	3	See Table

TOTAL SPECIALIZATION AND FIELDWORK FOR CMHC	***18***	

School Counseling

Course Numbers & Titles	Credit Hours	Frequency Taught
COUN 5300 School Counseling: Principles and Administration	3	Once Per Year
COUN 5400 School Counseling Practicum	3	Once Per Year
COUN 5500 School Counseling Internship I	3	Once Per Year
COUN 5600 School Internship II	3	Once Per Year
COUN 5999S School Counseling Comprehensive Examination	0	Twice Per Year
Elective 1**	3	See Table
Elective 2**	3	See Table
TOTAL SPECIALIZATION AND FIELDWORK FOR CMHC	***18***	

ELECTIVE COURSES (must complete a minimum of two)

Course Numbers & Titles	Credit Hours	Frequency Taught
COUN 5030 Substance Abuse and Addictions Counseling	3	Even Years - Summer
COUN 5035 Clinical Perspectives in Human Sexuality	3	Odd Years - Summer
COUN 5040 Spirituality in Counseling	3	Even Years - Summer
COUN 5135 Introduction to Play Therapy	3	Even Years - Summer
COUN 5140 Advanced Play Therapy	3	Odd Years - Summer
COUN 5200 Special Topics in Counseling	3	FALL/SPRING/SUMMER
COUN 5320 Marriage, Couple & Family Counseling: Principles & Practices	3	Even Years - Summer
COUN 5325 Couples & Relationship Counseling	3	Odd Years - Summer
COUN 5700 Thesis in Counseling	3	FALL/SPRING/SUMMER

TOTAL SEMESTER HOURS REQUIRED FOR M.A. DEGREE IN COUNSELING = 60

GRADUATE COUNSELING COURSE DESCRIPTIONS

The Fall (Fa), Spring (Sp), or Summer (Su) semesters indicated are expected but are not guaranteed. Service Learning courses are denoted by SL

COUN 5000. Research Methodology & Program Evaluation. This course will help students develop an understanding of research methods, statistical analysis, needs assessment, as well as discipline specific program evaluation. *Prerequisites: None.* **(3, Fa)**

COUN 5005. Foundations & Ethics of the Counseling Profession. This course addresses professional identity, credentialing, certification and licensure and focuses on the ethical rules and policies that govern the professional integrity of counselors and offers guidance for practice. The ACA Code and the AAMFT Principles are covered in this course. *Prerequisites: None.* **(3, Sp)**

COUN 5010. Counseling Theories. This course surveys the major concepts and

practices in the contemporary therapeutic systems in relation to the history of counseling. *Prerequisites: None.* **(3, Sp)**

COUN 5015. Counseling Techniques. This is a counseling skills course, with a focus on tools and techniques used in counseling. Students will learn and practice the basic skills needed to be an effective counselor, and will discuss the theoretical rationale for the use of the various skills learned. Importance is placed on the mastery of fundamental concepts that enhance the development of basic counseling skills. *Prerequisites: None.* **(3, Fa)**

COUN 5020. Lifestyle and Career Development. The course is designed to provide an overview of the field of career development theory. It focuses on the life long process of career development, the source and systems of occupational and educational information, and career and leisure counseling processes. *Prerequisites: None.* **(3, Sp)**

COUN 5025. Human Growth and Development. This course will address the developmental phases of the entire life cycle of humans from conception to death. Emphasis will be placed on the importance of each phase in relation to normal growth and development and the practical implications for the professionally trained counselor. *Prerequisites: None.* **(3, Fa)**

COUN 5030. Substance Abuse and Addictions Counseling. This course focuses on understanding the pharmacological and behavioral effects of drugs and how these effects interact with the counseling process. *Prerequisites: None.* **(3, Su even years)**

COUN 5035. Clinical Perspectives in Human Sexuality. This course is designed to provide candidates with an understanding of human sexuality issues from physical, social, and emotional perspectives. It includes clinical assessment and intervention

strategies for basic sexual issues that may be presented when counseling individuals and couples. *Prerequisites: None.* **(3, Su odd years)**

COUN 5100. Group Work in Counseling. This course focuses on the application of theories and practices in group counseling, providing theoretical knowledge of group counseling and specific skills in group leadership and membership. During this group class, students will participate as a member in group sessions lead by a trained group leader, and will co-lead group sessions. *Prerequisites: COUN 5000, COUN 5005, COUN 5010 and COUN 5015.* **(3, Fa)**

COUN 5105. Appraisal & Assessment in Counseling. This course provides an understanding of individual, group, and systemic approaches to assessment and evaluation in a multicultural society. It includes an overview of theoretical bases for assessment techniques, psychometric statistics, diversity factors, and ethical factors in assessment and evaluation, as well as strategies for selecting, administering, and interpreting assessment and evaluation instruments. *Prerequisites COUN 5000, COUN 5005, COUN 5010 and COUN 5015.* **(3, Su)**

COUN 5110. Psychopathology and Diagnosis. This course focuses on principles of

the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). *Prerequisites: COUN 5000, COUN 5005, COUN 5010 and COUN 5015.* **(3, Sp)**

COUN 5115. Family and Systems Counseling. - focus on the psychological, social, and environmental factors contributing to child and adolescent disorders, causes and treatment, methods of observing, diagnosing, documenting and interpreting disorders and the underlying dynamics of child and adolescent disorders. *Prerequisites COUN 5010, COUN 5015, and COUN 5025 (or advisor approval).* **(3, Fa) or**
COUN 5320. Marriage, Couple & Family Counseling: Principles & Practices. This course focuses on skills and strategies for marriage, couple and family counselors when working in family counseling agencies or private practice settings. *Prerequisites: COUN 5000, COUN 5005, COUN 5010, COUN 5015, COUN 5115 and Candidacy.* **(3, Su)**

COUN 5135. Introduction to Play Therapy. This course is designed to provide students with instruction in history, theories and applications of play therapy consistent with APT requirements for instruction in these areas, and as such, will provide 67.5 Continuing Education (CE) hours toward the Registered Play Therapist credential. *Prerequisites: COUN 5010, COUN 5015, and COUN 5025 (or advisor approval).* **(3, Su odd years)**

COUN 5140. Advanced Play Therapy. This course is designed to provide students with advanced instruction in history, theories and applications of play therapy consistent with APT requirements for instruction in these areas, and as such, will provide 67.5 Continuing Education (CE) hours toward the Registered Play Therapist credential. *Prerequisites: COUN 5010, COUN 5015, and COUN 5025 (or advisor approval).* **(3, Su even years)**

COUN 5200. Special Topics in Counseling. Students will be allowed to explore special topics in counseling in a seminar format. *Prerequisite: consent of advisor.* **(3, Su)**

COUN 5300. School Counseling: Principles & Administration. This course prepares counseling candidates to design, develop, manage, and deliver comprehensive counseling services in PK-12 schools. *Prerequisites: COUN 5000, COUN 5005, COUN 5010, COUN 5015, and Candidacy.* **(3, Fa)**

COUN 5310. Clinical Mental Health Counseling: Principles & Practices. This course focuses on strategies for counselors and specific skills that will enable individuals, families, groups and communities to take charge of their own lives and set their own direction, preventive education and life skills training, the specifics of helping vulnerable populations, developmental models, the clinical mental health helper as a change agent, the four-component clinical mental health counseling model and the management of diverse ideas and concepts. *Prerequisites: COUN 5000, COUN 5005, COUN 5010, COUN 5015, and Candidacy.* **(3, Sp)**

COUN 5320. Marriage, Couple & Family Counseling: Principles & Practices.

This course focuses on skills and strategies for marriage, couple and family counselors when working in family counseling agencies or private practice settings. *Prerequisites: COUN 5000, COUN 5005, COUN 5010, COUN 5015, COUN 5115 and Candidacy*. **(3, Su)**

COUN 5325 Couples & Relationships Counseling. This course is designed to help those in training to recognize that the couple is a unique and distinct system different from the family, the individual, or the group and requires specific methods of assessment and treatment. *Prerequisites: COUN 5115.* **(3, Su even years)**

COUN 5400. School Counseling Practicum. Students gain 100 clock hours of experience, 40 of which are direct client contact, in a supervised school setting. Students receive one hour a week of individual supervision from an approved on-site supervisor and attend a weekly group supervision class. *Prerequisites: approved Clinical Field Placement application*. **(3, Sp)**

COUN5410. Clinical Mental Health Counseling Practicum. Students gain 100 clock hours of experience, 40 of which are direct client contact, in a supervised clinical mental health agency setting. Students receive one hour a week of individual supervision from an approved on-site supervisor and attend a weekly group supervision class. *Prerequisites: approved Clinical Field Placement application*. **(3, Su)**

COUN 5420. Marriage, Couple, and Family Counseling Practicum. Students gain 100 clock hours of experience, 40 of which are direct client contact including 30 with couples and families, in a supervised family counseling agency setting. Students receive one hour a week of individual supervision from an approved on-site supervisor and attend a weekly group supervision class. *Prerequisites: approved Clinical Field Placement application*. **(3, Su)**

COUN 5500. School Counseling Internship I. Course is designed to provide students with a comprehensive, field-based school counseling experience that will include clinical diagnosis, developing treatment plans, extensive counselor-client sessions, and follow- up of the client's progress. Lectures, seminars, and related graduate projects will be required when appropriate. This course must be taken with COUN 5820 in a continuous Fall-Spring sequence. Students gain 300 clock hours of experience, 120 of which are direct client contact, in a supervised K-12 school setting. *Prerequisites: COUN 5400*. **(3, Fa)**

COUN 5510. Clinical Mental Health Counseling Internship I. Course is designed to provide students with a comprehensive, field-based clinical mental health agency counseling experience that will include clinical diagnosis, developing treatment plans, extensive counselor-client sessions, and follow-up of the client's progress. Lectures, seminars, and related graduate projects will be required when appropriate. This course must be taken with COUN 5821 in a continuous Fall-Spring sequence. Students gain 300 clock hours of experience, 120 of which are direct client contact, in a supervised clinical mental health agency setting. *Prerequisites: COUN 5410*. **(3, Fa)**

COUN 5515. Advanced Counseling Techniques. This is a clinical course integrating theoretical approaches with the practice of counseling. *Prerequisites: concurrent*

enrollment with COUN 5500 or COUN 5510. **(3, Fa)**

COUN 5520. Marriage, Couple, and Family Counseling Internship I. This course is designed to provide students with a comprehensive, field-based family counseling agency experience that will include clinical diagnosis, developing treatment plans, extensive counselor-client sessions, and follow-up of the client's progress. Lectures, seminars, and related graduate projects will be required when appropriate. This course must be taken with COUN 5620 in a continuous Fall-Spring sequence. Students gain 300 clock hours of experience, 120 of which are direct client contact including 110 with couples and families, in a supervised clinical mental health agency setting. *Prerequisites: COUN 5420.* **(3, Fa)**

COUN 5600. School Counseling Internship II. This course is a continuation of COUN 5810, requiring an additional 300 clock hours of experience, 120 of which are direct client contact, in a supervised K-12 school setting. This course requires completion of a site- specific service learning project. *Prerequisite: COUN 5500.* **(3, Sp)**

COUN 5610. Clinical Mental Health Counseling Internship II. This course is a continuation of COUN 5811, requiring an additional 300 clock hours of experience, 120 of which are direct client contact, in a supervised clinical mental health setting. This course requires completion of a site-specific service learning project. *Prerequisite: COUN 5510.* **(3, Sp)**

COUN 5620. Marriage, Couple, and Family Counseling Internship II. This course is a continuation of COUN 5520, requiring an additional 300 clock hours of experience, 120 of which are direct client contact including 110 with couples and families, in a supervised family counseling agency setting. This course requires completion of a site-specific service learning project. *Prerequisite: COUN 5520.* **(3, Sp)**

COUN 5700. Thesis in Counseling. The thesis provides students an opportunity to develop an area of research interest in counseling by investigating current literature and conducting an empirical or qualitative study. Faculty/advisor approval is necessary for the thesis option. Because this course requires prior completion of EDGC 5070 Statistics, EDGC 5070 will be accepted as an approved elective upon successful completion of the thesis. *Prerequisite: EDGC 5070 Statistics and advisor approval.* **(3)**

COUN 5999F. Marriage, Couple, and Family Counseling Comprehensive Examination. During their clinical field experience, all students must take and pass the National Counselor Examination (NCE), Praxis School Counselor Examination, or Program Exit Examination. Scheduled during Internship I, after passing the appropriate exam, each student must pass an oral clinical defense in marriage, couple, and family counseling addressing: 1) professional orientation and ethical practice; 2) social and cultural diversity; 3) human growth and development; 4) career development; 5) helping relationships; 6) group work; 7) assessment; and 8) research and program development. (**0**)

COUN 5999M. Clinical Mental Health Counseling Comprehensive

Examination. During their clinical field experience, all students must take and pass the National Counselor Examination (NCE) or Program Exit Examination. Scheduled during Internship I, after passing the appropriate exam, each student must pass an oral clinical defense in clinical mental health counseling addressing: 1) professional orientation and ethical practice; 2) social and cultural diversity; 3) human growth and development; 4) career development; 5) helping relationships; 6) group work; 7) assessment; and 8) research and program development. **(0)**

COUN 5999S. School Counseling Comprehensive Examination. During their clinical field experience, all students must take and pass the National Counselor Examination (NCE), Praxis School Counselor Examination, or Program Exit Examination. Scheduled during Internship I, after passing the appropriate exam, each student must pass an oral clinical defense in school counseling addressing: 1) professional orientation and ethical practice; 2) social and cultural diversity; 3) human growth and development; 4) career development; 5) helping relationships; 6) group work; 7) assessment; and 8) research and program development. **(0)**

GRADUATE STUDENT ASSOCIATIONS

Chi Sigma Iota, Epsilon Upsilon Chapter

Chi Sigma Iota, the International Counseling Academic and Professional Honor Society, was established January 1, 1985, following several months of planning by representatives of the Counselor Education training program at Ohio University and leaders in the U.S. counseling profession. The impetus for forming an international honor society in counseling included a desire to provide recognition for outstanding academic achievement as well as outstanding service within the counseling profession. The formation of an honor Society was a fruitful avenue to provide a much-needed link between students, educators, practitioners, and administrators in various counseling settings who identify themselves as professional counselors, first and foremost.

In 1988, negotiations were initiated by Rho Chi Sigma, the national rehabilitation counseling and services honor society, concerning unification. Rho Chi Sigma was formally merged into Chi Sigma Iota in March of 1989. This was a landmark move to unify rehabilitation counselors with the mainstream of the counseling profession.

CSI evolved because of the maturity of the counseling profession. While the scope of the Society is international, its focus is upon the personal and professional development of its individual members. CSI is committed to upholding the high standards of its members.

Chi Sigma Iota is an international counseling and professional honor society. Membership in the society is by invitation only. Students who meet the criteria by attaining a 3.5 grade point average and are candidates of the program receive a letter inviting them to join the society. Initiation of new members is traditionally held each spring. Chi Sigma Iota is a NBCC provider and sponsors professional development workshops and seminars open to all Chi Sigma Iota members and to other mental health professionals. A program faculty is

named a faculty advisor. Xavier University of Louisiana's faculty advisor is Dr. Ariel Mitchell.

Kappa Delta Pi (for School Counseling Majors)

In 1909, University of Illinois Professor of Education Dr. William Chandler Bagley and a group of four of his students, including Truman Lee Kelley and Thomas E. Musselman, founded the Illinois Education Club.

Bagley tasked this first group of students with developing a constitution and standards for membership. He gave Musselman 18 more names, nine men and nine women, to invite into the club. It was their hope to form an association with another undergraduate honor society in education, Pi Kappa Mu, a group that later merged with a graduate student honor society, to become Phi Delta Kappa.

Since Phi Delta Kappa limited its membership to men, the leaders of the Education Club decided against forming a united organization because they felt strongly that women should be included. The Club was transformed to Kappa Delta Pi on March 11, 1911. The founders were Dr. William Chandler Bagley, Truman Lee Kelley, and Thomas E. Musselman.

The credit for the Greek letters Kappa Delta Pi and the motto "Knowledge, Duty, Power" is attributed to Dr. Bagley. From its inception, Kappa Delta Pi has been synonymous with scholarship, innovation, and excellence in the field of education.

Other Professional Counseling Organizations

The program faculty believes that an essential component of establishing a counselor identity is membership and participation in counseling associations. Counseling students are strongly encouraged to affiliate with professional counseling organizations including, but not limited to the **American Counseling Association (ACA)** and the **Louisiana Counseling Association (LCA)** and their respective divisions. Several of these organizations are listed below.

Depending on your specialty, membership in the Association School Counseling Association (ASCA), or the American Mental Health Counselors Association (AMHCA) is encouraged.

Students who have special interest in areas of counseling such as the Association for Spiritual, Ethical and Religious and Values Issues in Counseling (ASERVIC) should join these divisions as well.

Membership benefits include scholarly journals, newsletters, information on professional development opportunities. In addition, the associations advocate for the counseling profession and provide networking events that link members with professionals in the field.

Scholarships to attend the state conference are available through the Division's professional development fund. Applications for these scholarships are open to Chi Sigma

Iota, Epsilon Upsilon members and graduate students in the Xavier University counseling program.

American Counseling Association (ACA) and Divisions

According to the American Counseling Association (ACA) website (www.counseling.org)

"The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. Within the American Counseling Association there are 20 divisions. These divisions enhance professional identity and are organized around specific interest and practice areas."

Association for Adult Development and Aging (AADA)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

Association for Assessment and Research in Counseling (AARC)

Originally the Association for Measurement and Evaluation in Guidance, AARC was chartered in 1965. The purpose of AARC is to promote the effective use of assessment in the counseling profession.

Association for Child and Adolescent Counseling (ACAC)

Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional support to those counselors, whether they are school counselors, play therapists, or counselor educators.

Association for Creativity in Counseling (ACC)

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

American College Counseling Association (ACCA)

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

Association for Counselors and Educators in Government (ACEG)

Originally the Military Educators and Counselors Association, ACEG was chartered in 1984. ACEG is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

Association for Counselor Education and Supervision (ACES)

Originally the National Association of Guidance and Counselor Trainers, ACES was a

founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

The Association for Humanistic Counseling (AHC)

AHC, formerly C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)

Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homoprejudice.

Association for Multicultural Counseling and Development (AMCD)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

American Mental Health Counselors Association (AMHCA)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

American Rehabilitation Counseling Association (ARCA)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

American School Counselor Association (ASCA)

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

Counselors for Social Justice (CSJ)

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

International Association of Addictions and Offender Counselors (IAAOC)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

International Association of Marriage and Family Counselors (IAMFC)

Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

National Career Development Association (NCDA)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. NCDA inspires and empowers the achievement of career and life goals by providing professional development, resources, standards, scientific research, and advocacy.

National Employment Counseling Association (NECA)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

Louisiana Counseling Association (LCA)

LCA, a branch of ACA, is a professional association representing the many professional counselors in various work settings including LPCs, LMFTs, school counselors, college counselors, college educators, substance abuse counselors, career counselors, multicultural counselors, and religious counselors.

LCA is composed of 11 divisions and one Organizational Affiliate. State Divisions may be formed and chartered according to the Bylaws of LCA and ACA. A Division chartered by LCA is autonomous in the conduct of its affairs.

Louisiana Association for Counselor Education and Supervision, LACES Louisiana Association for Multi-Cultural Counseling and Development, LAMCD Louisiana Association of Marriage and Family Counselors, LAMFC Louisiana Association for Spiritual, Religious, and Ethical Values in Counseling, LASERVIC Louisiana College Counseling Association, LCCA Louisiana Career Development Association, LCDA Louisiana Mental Health Counselors Association, LMHCA Louisiana School Counselors Association, LSCA Louisiana Association of Addiction and Offender Counselors, LAAOC.

Counseling Education Program Student Handbook Receipt Verification Form

I have read the *Counseling Education Program Student Handbook*. I understand that I am responsible for following the guidelines and procedures outlined in this handbook. I also understand that I must comply with the following procedures:

1.) All practicum/internship placements must have prior approval of the Clinical Coordinator. I may not change the placement without the consent of the coordinator. Changes in the placement site will not be made after the third week of the semester unless circumstances warrant a change.

2.) All practicum/internship activities must be completed as outlined in the course syllabus.

3.) An accurate log of practicum/internship experiences must be accurately kept. Any discrepancies in the recording of dates, times, and/or signatures will invalidate the hours in question.

4.) If required hours are not completed during the designated timeline, I will receive a grade of "F".

5.) The Counseling Education Program Student Handbook is accessed electronically. After reading and affixing your signature, e-mail this form to your academic advisor for placement in your advising file.

Counseling Graduate Student's Name (Please print)

Counseling Graduate Student's Signature

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Received on (Date) _____