



Xavier University of Louisiana

Division of Education and Counseling

Counselor Education Program

Student Handbook

Updated Fall 2025

Spirituality
Diversity
Professionalism
Inquiry
Competence
Innovation

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Counselor Education Program Student Handbook

Dear Graduate Student,

Welcome to the Division of Education and Counseling at Xavier University of Louisiana. You are embarking on a meaningful and transformative journey toward becoming a professional counselor. Counseling is a deeply rewarding profession for those committed to supporting the well-being of individuals across diverse communities and settings.

As defined by the American Counseling Association (ACA), through the collaborative efforts of the “20/20: A Vision for the Future of Counseling” taskforce—comprised of delegates from 31 national counseling organizations—professional counseling is:

“A professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (ACA, 2013).

This definition reflects the responsibility, integrity, and commitment required of those entering the counseling profession.

Congratulations on your acceptance to the Graduate School at Xavier University of Louisiana! This Student Handbook is designed to support your success as you progress toward candidacy in the Counselor Education Program (typically after completing 21 credit hours). It serves as a supplement to both the University Catalog and the Graduate Student Handbook published by the Office of Graduate Studies.

It is your responsibility to become familiar with the policies and procedures outlined in this Handbook, as well as those in the University and Graduate Studies handbooks. Your program faculty are here to guide and support you throughout your academic journey.

You will also be assigned a faculty advisor who will assist you with course sequencing, academic planning, and professional development.

After reviewing the Counselor Education Student Handbook, please do not hesitate to contact your academic advisor with any questions or concerns about the program. The Handbook is updated annually and is available on the Brightspace Graduate Counseling Program site.

We are honored to support you as you pursue your professional goals, and we wish you continued success throughout your graduate studies.

Warm regards,
The Counselor Education Program Faculty

INTRODUCTION TO THE COUNSELOR EDUCATION PROGRAM

Professional Counseling

What is professional counseling?

Professional counseling is a collaborative process between a trained counselor and a client, designed to empower individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselors help clients identify goals and potential solutions to issues that cause emotional distress, enhance coping and communication skills, improve self-esteem, and support behavior change and optimal mental health.

Professional counseling draws on principles of mental health, human development, and psychology to support client wellness, personal growth, and career development. It is grounded in a wellness and prevention model, rather than a pathology-based approach. Many counselors also integrate spirituality into their practice to help clients access the full spectrum of their identity and potential.

To enter this profession, individuals must complete rigorous academic and clinical preparation. This includes at least a master's degree in counseling, along with field-based training through supervised practicum and internship experiences. Coursework includes research and program evaluation, counseling techniques, theories of counseling, human growth and development, career and lifestyle development, social and cultural foundations, group work, ethics, assessment, and diagnosis of mental health disorders.

Professional counselors work in a wide range of settings, including:

- ★ Schools and universities
 - ★ Mental health agencies
 - ★ Hospitals and rehabilitation facilities
 - ★ Correctional institutions
 - ★ Private practice
 - ★ Business and industry
 - ★ Faith-based organizations and community settings
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To learn more about the field of professional counseling, visit the American Counseling Association's official page: [What is Professional Counseling? - ACA](#)

Xavier University of Louisiana

There are 102 historically Black colleges and over 250 Catholic colleges in the United States of America. Yet, only one institution holds the distinction of being both historically Black and Catholic; Xavier University of Louisiana. Here at Xavier, we are proud to combine the values of our enduring faith and rich cultural heritage.

Located in New Orleans, Louisiana, Xavier University of Louisiana traces its origins to 1915, when Saint Katharine Drexel and the Sisters of the Blessed Sacrament established a coeducational secondary school. Responding to a request from the local archbishop, Saint Katharine founded the school to provide African American students—who were denied admission to existing local and state Catholic institutions—with access to quality Catholic education. This foundation eventually led to the establishment of Xavier University as a college dedicated to the academic and spiritual development of Black students.

Today, Xavier University of Louisiana is governed by an independent Board of Trustees composed of both lay and religious members, including representation from the Sisters of the Blessed Sacrament. While Xavier maintains its special mission to serve African American, Native American, and Catholic communities, the university has always welcomed qualified students of all backgrounds—regardless of race, 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 people in the New Orleans area who wished for an opportunity to pursue graduate studies. Since that time, Xavier's graduate programs have provided quality training that fosters the core values of service, scholarship, 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 graduate degree programs focus on the disciplines of counseling, genetic counseling, education, educational leadership, public health, speech pathology, and theology. The following graduate degrees are offered at Xavier: The Doctorate of Education, the Master of Arts, the Master of Arts in Teaching, and the Master of Theology.

The Division of Education and Counseling History & Goals

Since its founding in 1925, Xavier University of Louisiana has embraced both the sacred privilege and social responsibility of preparing well-qualified educators for service in public and private elementary and secondary schools. Continuing this tradition, the university remains committed to developing future educators and counselors who are liberally educated, guided by strong philosophical principles, and shaped by a deep sense of civic and social responsibility. These individuals are prepared to serve with integrity, purpose, and professional character throughout their vocation and careers.

The Division of Education and Counseling seeks to develop reflective professionals who serve as collaborative change agents in pursuit of a more just and humane society.

The Division integrates its core values throughout all curricula, honoring and building upon the diverse gifts and cultural heritage that each candidate brings to their respective program. The six core values that define and guide the Division are: spirituality, diversity, professionalism, inquiry, competence, and innovation. These interrelated values are embedded across all aspects of programming and instruction.

To ensure continuous improvement and effectiveness, the Division employs multiple assessment measures to monitor candidate performance and program outcomes. Data is systematically collected and analyzed at designated checkpoints using the TracDat Assessment System to inform ongoing operations and curriculum refinement.

Program Accreditation

The Counselor Education Program at Xavier University of Louisiana began its formal accreditation efforts with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in Fall 2004, when faculty submitted the initial self-study. A site visit was anticipated; however, in August 2005, Hurricane Katrina devastated New Orleans and severely disrupted university operations.

Due to the widespread damage and institutional uncertainty, the program's full-time faculty did not return. One adjunct faculty member remained and later transitioned into a full-time role, sustaining the program during a critical time. In Fall 2007, a second full-time faculty member was hired, followed by a third in 2009—rebuilding the foundation for accreditation efforts.

During this period, CACREP was in the process of updating its standards. The program chose to wait for the adoption of the 2009 CACREP Standards before restarting the self-study process. By 2011, Xavier received approval to formally pursue CACREP accreditation.

Following years of dedicated program development and alignment with national standards, the Counselor Education Program received its initial CACREP accreditation in 2015. This achievement affirmed the program's commitment to academic excellence, ethical practice, and professional preparation in counseling.

In 2025, the program's accreditation was successfully renewed, further demonstrating its adherence to CACREP's rigorous standards. This accreditation reflects the program's ongoing dedication to high-quality faculty, comprehensive assessment, and the preparation of graduates who are ready to meet the demands of the counseling profession.

Of note, in April 2011, the Education programs in the Division of Education and Counseling received reaccreditation from the National Council for Accreditation of Teacher Education (NCATE), affirming that its programs meet rigorous national standards related to program design, instructional quality, and faculty excellence. Notably, Xavier was the first private college in Louisiana to receive this distinguished recognition. Following the merger of NCATE and TEAC, the Council for the Accreditation of Educator Preparation (CAEP) now oversees accreditation for educator preparation programs.

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 began graduating professionals with certifications in counseling. Many of these students were educators from the New Orleans Public Schools who sought additional credentials in areas such as community counseling, student services counseling, and educational guidance. During this period, the demand for trained counselors expanded significantly, especially in community mental health agencies, K–12 schools, and other human service organizations. Initially, counselor education courses were held in Xavier’s main administration building. However, following the opening of the university’s new library in 1995, the Counselor Education Program relocated to the fifth floor of the library, where faculty offices and instructional spaces were established.

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.

The mission of the Counselor Education Program at Xavier University of Louisiana is to promote a more just and humane society through the professional practice of counseling. The faculty are committed to preparing candidates who are knowledgeable, competent, reflective, and ethical. These future counselors demonstrate the highest standards of professionalism as they support the personal growth and development of clients at the individual, institutional, and systemic levels. This preparation occurs within a diverse, inclusive teaching and learning environment, integrating a range of educational methods—including scholarly inquiry, experiential learning, and community engagement.

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 faculty prepare candidates in accordance with the CACREP

Clinical Mental Health Counseling standards to serve effectively in a variety of diverse settings—including community agencies, institutions, and private practice. Candidates are trained to:

- Collaborate with local community stakeholders
- Promote a more just and humane society through service learning and community engagement
- Commit to ongoing program evaluation
- Advocate for clients and for the counseling profession
- Engage in lifelong professional development

Through rigorous academic and experiential preparation, graduates are equipped to address the complex mental health needs of individuals and communities with competence, compassion, and cultural responsiveness.

Professional School Counseling Program

The Counselor Education faculty are equally committed to preparing candidates to become knowledgeable, competent, reflective, and ethical Professional School Counselors. Candidates are trained to:

- Serve in diverse school environments
- Advocate for equitable care and support for all students
- Develop and implement comprehensive school counseling programs based on the American School Counselor Association (ASCA) National Model, as adopted by the Louisiana Department of Education
- Collaborate with parents, administrators, and community partners
- Commit to lifelong learning and professional development
- Promote a more just and humane society as leaders in the school counseling profession

This specialization equips graduates to support student success across academic, career, and social-emotional domains.

Program Goals & Objectives

Regardless of specialization, all students pursuing the Master of Arts in Counselor Education must demonstrate mastery of the Student Learning Outcomes aligned with CACREP standards in both core and specialization areas.

The Counselor Education Program is guided by the overarching goal of developing reflective professionals who act as collaborative change agents in support of a more just and humane society, as outlined in the Conceptual Framework of the Division of Education and Counseling.

To achieve this vision, the program intentionally infuses the curriculum with values and pedagogical approaches that:

- Recognize and build upon the unique gifts, cultural heritage, and lived experiences each candidate brings
- Promote inclusive, socially just practices in all learning environments
- Emphasize ethical practice, cultural competence, and professional integrity across counseling contexts

Counselor Education Program Core Faculty

Walter Breaux, III, Ph.D., LPC-S, NCC

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Walter Breaux, III, Ph.D., LPC-S, NCC, is an accomplished counselor educator, clinical practitioner, corporate trainer, and metaphysical consultant whose work centers on the complexities of human development and the exploration of the psyche. He has served as the Chair of the Division of Education and Counseling since 2022 here at Xavier University of Louisiana, where he also earned his B.S. in Psychology and M.A. degree in Counseling, with a specialization in Clinical Mental Health. He completed his Ph.D. in Counselor Education and Supervision at the University of New Orleans, specializing in Human Services Counseling.

With over 20 years of university teaching experience—including a tenured professorship at Columbus State University in Georgia—Dr. Breaux has taught and developed graduate-level courses in counseling theories, multicultural competence, substance abuse, spirituality in counseling, clinical techniques, and research. He has served in multiple academic leadership roles, including Division Chair, Program Director, CACREP Liaison, and Coordinator of Professional Credentials.

A Licensed Professional Counselor and Board-Approved Supervisor (LPC-S), Dr. Breaux has over 25 years of clinical experience in mental health and substance abuse treatment, and he continues to maintain a private practice in New Orleans. His therapeutic approach is integrative and client-centered, drawing upon psychological, cultural, and symbolic frameworks.

In addition to his clinical expertise, Dr. Breaux is an well-established metaphysicist and consultant, integrating metaphysical practice with wellness and personal development. His innovative work in psycho-numerology has been featured at professional conferences and in ethics-focused continuing education workshops, and he has co-presented multiple times at the International Association of Rehabilitation Professionals (IARP), Louisiana Counseling Association (LCA), and the American Counseling Association (ACA).

Dr. Breaux is a published author of scholarly chapters and articles on multiculturalism, expressive therapies, and spirituality in counseling. His co-authored work on spirituality competencies has contributed to national conversations on the integration of spirituality and ethics in professional practice.

Throughout his career, Dr. Breaux has received several accolades for teaching and innovation, including the Distinguished Teacher of the Year Award and Dean's Award for Innovation at Columbus State University. He continues to mentor counseling professionals and PLPCs, champion inclusive pedagogy, and promote healing through both scientific and spiritual frameworks.

Ariel Encalade Mitchell, Ph.D., LPC-S, NCC

Program Coordinator & Director, M.A. in Counseling degree program
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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.

Kristy Brumfield, Ph.D, LPC-S, RPT-S

Core Faculty

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Dr. Kristy A. Brumfield is a counselor educator who returned to the City of New Orleans and the faculty at Xavier University of Louisiana in fall 2023 after eight and a half years at Immaculata University (January 2015 - August 2023). Prior to this she was a member of the faculty at Xavier University of Louisiana (August 2008 - December 2014) and had been a counselor working with children and adolescents in New Orleans for over ten years. She is a Licensed Professional Counselor – Supervisor, a Registered Play Therapist – Supervisor, and a Nationally Certified Counselor. In addition to play therapy, her professional/research interests include work with preschool age children and families, African American women, Gifted individuals, filial therapy, group therapy with adolescents, and multicultural counseling. For more than 20 years she has demonstrated a passion for utilizing creative counseling techniques with clients of all ages.

Yvanna Vicks, Ph.D., LPC, NCC

Assistant Professor of Counseling

Practicum and Internship Coordinator, Division of Education and Counseling

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Dr. Yvanna Vicks is a Licensed Professional Counselor (LPC) in Louisiana with a robust background in counseling and education. She earned her bachelor's degree in Sociology and her master's degree in Clinical Mental Health Counseling from Nicholls State

University. Dr. Vicks completed her Ph.D. in Counselor Education and Supervision at the University of New Orleans.

Dr. Vicks has published and presented research on topics such as theory application in non-clinical settings, teaching theory application, economic hardship, and family expansion. Her current research focuses on the experiences of low-income counselors in training. Her expertise and work in the field of mental health have been recognized by South Carolina Voyager magazine, Bold Journey magazine, and TVOne.

Prior to her position at Xavier University of Louisiana, Dr. Vicks co-owned Revive Counseling and Consultation, a virtual private practice where she provided support to individuals, couples, and families who are neurodivergent.

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 linked [here](#) 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.
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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.

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, REMEDIATION, AND DISMISSAL

Academic Probation

Grade Point Average

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.

Letter Grade Policy

A student who earns a C or below in any course will be placed on academic probation. Students on academic probation under the Letter Grade Policy 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 under the Letter Grade Policy shall retake the course where a letter grade of C or below was earned.

Retention and Remediation Policy

The Retention and Remediation Policy aims to support students in the counseling program by identifying those who may be struggling and providing clear steps for remediation, as well as outlining dismissal criteria when necessary. The policy ensures that decisions are documented, and due process is followed for transparency and fairness.

1. Identification of Struggling Students

Objective:

To identify students who may be struggling academically or with professional dispositions, identified through the dispositional assessment tools.

Identification Methods:

- **Dispositional Assessments:** Regular evaluations of student dispositions using tools such as the Disposition Evaluation Form (see appendix A). Students scoring below the acceptable threshold in areas such as professionalism, ethical behavior, or openness to feedback will be flagged for review.
- **Course Performance:** Track student grades and performance in key coursework. Students who earn below a “B” average in two or more courses or fail key assignments (e.g., comprehensive exams, major projects) will be flagged for potential remediation or dismissal.

- **Supervisor Feedback:** Utilize feedback from internship and fieldwork supervisors. Students who receive negative evaluations or struggle in practical settings may need remediation in specific counseling skills or professional behavior.
- **Self-Reported Issues:** Encourage students to self-report challenges (e.g., personal, academic, or professional) through reflective assignments or one-on-one meetings with faculty.

2. Remediation Plans

Objective:

To create personalized remediation plans for students who are identified as needing additional support, ensuring opportunity to address their challenges and succeed in the program.

Steps for Remediation:

1. **Initial Faculty Meeting:**
 - o Faculty will meet with the student during advising to discuss the areas of concern based on dispositional assessments, academic performance, or supervisor feedback. The meeting will focus on identifying the underlying issues and determining whether personal, academic, or professional challenges are contributing to the student's struggles.

2. **Developing a Remediation Plan:**
 - o *Counseling or Advising Sessions:* For students struggling with personal or dispositional issues (e.g., professionalism, interpersonal skills), counseling or advising sessions may be recommended to help them develop self-awareness and coping strategies.
 - o *Additional Coursework or Assignments:* For students struggling academically or in practical settings, additional coursework, tutoring, or repeat assignments may be required to help them master key concepts or skills.
 - o *Personalized Support Plan:* A specific timeline and list of actions that the student must complete to address the identified issues will be developed. This may include:

- Meeting regularly with faculty or a mentor for check-ins.
- Attending workshops or seminars on professional ethics, multicultural counseling, or other relevant topics.
- Engaging in role-playing or supervised practice sessions to improve counseling skills.
- Completing a prompt-based reflection assignment to support their professional and dispositional development.

3. Documentation:

- The remediation plan must be documented in writing, clearly outlining the student's areas for improvement, the steps they need to take, and a timeline for completing the plan. Both the student and faculty must sign the document, ensuring mutual understanding and accountability.

4. Monitoring Progress:

- Faculty will monitor the student's progress throughout the remediation period, meeting with the student at regular intervals (e.g., monthly) to assess their improvement. If the student demonstrates significant progress, they will be allowed to continue in the program. If not, further action may be necessary.

3. Dismissal Criteria

Objective:

To clearly define the conditions under which a student may be dismissed from the program, ensuring that students are given the opportunity for remediation before dismissal when possible.

Conditions for Dismissal:

1. Failure to Meet Remediation Plan Requirements:

- If a student fails to meet the requirements of their remediation plan within the agreed-upon timeline or shows no improvement despite repeated efforts, they may be considered for dismissal.

2. Serious Ethical Violations:

- o Immediate dismissal may occur in cases of serious ethical violations, such as breaches of client confidentiality, academic dishonesty, or gross professional misconduct.
3. Chronic Underperformance:
- o Students who consistently fail to meet academic standards (e.g., maintain a “B” average or higher) or receive negative feedback from field supervisors may face dismissal.
4. Inability to Demonstrate Required Dispositions:
- o If, after multiple assessments and interventions, a student is unable to demonstrate key dispositional traits (e.g., professionalism, cultural competence, ethical behavior), they may be dismissed for failing to meet the program’s standards.

4. Due Process and Documentation

Objective:

To ensure that all retention, remediation, and dismissal decisions are transparent, fair, and well-documented.

Steps for Due Process:

1. Notice of Concern:
 - o Students identified as struggling will receive a formal written notice outlining the specific concerns related to their performance or dispositions, as well as the proposed remediation plan.

2. Opportunity to Respond:
 - o Students will be given the opportunity to meet with faculty to discuss their concerns, ask questions, and provide context for their performance.

3. Remediation Plan Documentation:
 - o The remediation plan, including specific steps for improvement, timelines, and criteria for success, will be documented and signed by both the student and faculty.

4. Final Evaluation:

- o At the end of the remediation period, faculty will conduct a final evaluation of the student's progress. If the student has not met the goals outlined in the remediation plan, a formal meeting will be scheduled to discuss dismissal.

5. Right to Appeal:

- o If a student is recommended for dismissal, they will have the right to appeal the decision through a formal process. The appeal must be submitted in writing, and the case will be reviewed by a committee of faculty members.

6. Final Decision Documentation:

- o All final decisions related to retention, remediation, or dismissal must be documented in the student's academic file. This documentation should include the original notice of concern, the remediation plan, progress reports, and the final decision. Transparency in the documentation ensures fairness and provides a clear record of the process.

Academic Dismissal from Academic Probation

Students on Academic Probation under the grade point average policy, who do not attain the required 3.0 average after two semesters, will be academically dismissed from the counseling program. Student on academic probation under the letter grade policy, who earns a second C in any course during their course of study, will be academically dismissed from the counseling program.

Conditions for continuation in the graduate programs must be recommended by the Advisor and the Chair/Director of the appropriate graduate program.

Academic Dismissals Procedures For Dismissal For Academic Failure

The academic dismissal under the grade point average policy and the letter grade policy is administrative in nature, and there is no appeal for students who have been academically dismissed. Students are notified of their official dismissal from the program by the Divisional chairperson.

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:

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- 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;

 - 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;
-

- 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;
-

- 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;
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- 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
-

- 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 dismissal for other than academic reasons through 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.

If a student is granted readmission upon appeal, the readmitted student 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 meet the grade point average policy and/or the letter grade policy during the first semester following readmission.

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 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.

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 ensures 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 1.5-hour practicum class during the semester. Each class session includes an hour of advanced instruction and 1.5 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. 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. Practicum should occur during the fall and spring semesters. A summer practicum is not available.

Prerequisites to Enrollment in Practicum

Application for practicum placement will be approved only after the student has completed the required courses and has met all the appropriate standards set forth by the faculty. To have 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 practicum and internship coordinator.

Mandatory personal counseling for pre-candidacy students

All students are required to complete a minimum of three (3) individual counseling sessions **prior to** submitting a practicum application. Students who do not fulfill this requirement will not be permitted to continue in the Counseling Program. A completed Completion of Personal Counseling Form must be submitted with the practicum application.

Mandatory personal counseling for Interns

During Internship I, in addition to the initial requirement, all students enrolled in Internship I must have participated in three **(3) additional** individual counseling sessions **by the time internship II applications are due**. Failure to complete this requirement will result in dismissal from the program.

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, continue the completion of required coursework, and consult with the practicum and internship coordinator.

Students attend a weekly 1.5-hour internship class during the semester. Each class session includes an hour of advanced instruction and 1.5 hours 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
- d. GPA – Min. 2.5
- e. GPA between 2.25 and 2.49 considered with GRE score above 280.
- f. Two letters of recommendation

2. Candidacy

- a. Pre-Candidacy student evaluation
 - b. GPA – Minimum 3.0
 - c. No more than one C earned and repeated with a grade of B or better.
 - d. Pre-Candidacy Mandatory Counseling
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3. Practicum/Internship

- a. Professional Dispositions Instrument
 - b. Supervisor Evaluations-Site and University
 - c. Self-Evaluation
 - d. Minimum grade of B
 - e. Internship: Mandatory Counseling
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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
<i>TOTAL SPECIALIZATION AND FIELDWORK FOR CMHC</i>	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. **(o)**

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. **(o)**

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. **(o)**

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.

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)** along with their respective divisions. Several of these organizations are listed below.

Depending on your specialty, membership in the Association School Counseling Association (ASCA/LSCA), 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, and 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.

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 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 homophobia.

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 for 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 LCA and ACA Bylaws. 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:

- + 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 to the placement site will not be made after the third week of the semester unless circumstances warrant a change.
- + All practicum/internship activities must be completed as outlined in the course of the syllabus.
- + 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.
- + If required hours are not completed during the designated timeline, I will receive a grade of "F".
- + The Counseling 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

Received on (Date): ____ / ____ / 20____
