

LOUISIANA STATE UNIVERSITY COUNSELOR

EDUCATION GRADUATE STUDENT

HANDBOOK

Revised June 2019

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SECTION ONE: OVERVIEW OF PROGRAM

Overview of the Counseling Profession

Professional counseling is a comprehensive practice with an emphasis on the promotion of mental health. The services counselors provide depend upon the individuals with whom they work and the setting in which they are employed. Counselors attempt to meet the needs of a pluralistic society by tailoring counseling interventions to fit the cultural context of the client. An emphasis on the applied nature of work is characteristic of the counseling field.

Counselors apply knowledge, skills, and techniques to assist clients with personal, family, educational, mental health, and career decision-making issues. The work of counselors may include interpersonal, group, or community involvement. With a focus on lifespan development and growth, professional counselors help individuals with current problems, work to prevent future difficulties, and strive to promote optimum mental health.

LSU Counselor Education Program Expectations

LSU and the LSU Counselor Education program expect conduct of students that is consistent with the law, all relevant LSU Student Code of Conduct policies and rules, and the American Counseling Association Code of Ethics ([ACA Code of Ethics](#)).

It is expected that upon admission to the program and throughout matriculation, all students will abide by the ACA Code of Ethics (2014). Students are asked to familiarize themselves with the ACA Code as soon as possible. The Code will provide information about the principles and values upon which counseling is based and the ethics that guide our decision making in the profession.

LSU Counselor Education Program

Our Mission

The LSU Counselor Education program prepares students to function as professional counselors in a variety of settings such as schools, college counseling centers, mental health treatment facilities, and private practice. Our program prepares students to meet the mental health needs of clients in the state of Louisiana and nationally. Our goal is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. Graduates use their knowledge and skills to help individuals, couples, and families from diverse populations to enhance life adjustment, foster personal growth and wellness across the lifespan, promote social justice and advocacy, and expand competencies in overcoming barriers to optimal mental health.

Objectives of Program

The LSU Counselor Education program objectives reflect current knowledge from lay and professional groups concerning the counseling and human development needs of a pluralistic society. Designed to produce high quality, cutting edge practitioners, program objectives reflect input from program faculty, current and former students, and personnel in cooperating agencies. Objectives are directly related to program activities, and are routinely assessed and updated.

Objective #1: Graduates will develop identities as professional counselors including the importance of engagement in professional development and ethical practice.

Graduates will have knowledge of:

- History and philosophy of the counseling profession
- Professional roles including the themes of advocacy, social justice, and interdisciplinary professional collaboration, including as a member of an emergency management response team
- Professional organizations for counselors including national, regional, state, and division
- Ethical and legal standards for counseling practice based on standards of national professional organizations and credentialing bodies
- Professional credentialing, such as certification, licensure, and accreditation procedures
- Self-care strategies for counselors
- Counseling supervision and consultation models, practices, and processes

Graduates will have the skills to:

- Apply ethical decision making models to counseling practice
- Advocate for clients at multi-systems levels
- Explain requirements for state licensure and national certifications
- Maintain personal holistic wellness and prevention as it pertains to professional and personal development

Objective #2: Graduates will have knowledge and awareness of social and cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions.

Graduates will have knowledge of:

- The cultural context of factors such as ethnicity, race, nationality, age gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and the unique characteristics of individuals, couples, families, ethnic groups and communities both nationally and internationally
- Personal attitudes, values, expectancies, and acculturative experiences as they relate to views of self and culturally diverse clients
- Theories of multicultural counseling, identity development, and social justice
- Individual, group, family and community strategies for working with diverse populations
- Counselors' roles in social justice, advocacy and conflict resolution and other culturally supportive behaviors to promote optimal growth and wellness

Graduates will be able to:

- Implement culturally sensitive helping relationships and strategies with diverse populations of individuals, couples, families, and groups.
- Engage in advocacy activities that promote the respect, growth and development of people in a diverse society.

Objective #3: Graduates will have knowledge of human growth and development, and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems at all developmental levels and in multicultural contexts.

Graduates will have knowledge of:

- Developmental lifespan theories, learning theories, and personality development across the lifespan
- Developmental crises, the impact of trauma, behavioral exceptionalities, addiction, psychopathology, and contextual factors affecting behavior
- Developmentally and therapeutically appropriate prevention and intervention strategies for optimal development and wellness across the

- lifespan
- Theories and models of individual, couple, family, cultural, and community resilience
- A general framework for understanding exceptional abilities and strategies for differentiated interventions

Graduates will have skills to:

- Apply and articulate indicators of normal and abnormal behavior to case conceptualization, planning, and practice
- Apply principles of major personality and learning theories to facilitate change and growth in individuals and families

Objective #4: Graduates will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving.

Graduates will have knowledge of:

- Career development theories, decision making models, and the interrelationship of work, family and other life roles including the role of diversity and gender in career development
- Educational and occupational information, labor market information, and electronic media that facilitates career decision making
- Methods of career development program planning, administration and evaluation
- Issues and methods in placement, follow-up and evaluation
- Career counseling techniques, including those that apply to specific populations
- Technology based career development strategies including computer assisted career guidance and information systems
- Assessment instruments applicable to career development and career decision making
- Ethical and legal issues relevant to career development
- Interrelationships among and between work, family, and other life roles

Graduates will have the skills to:

- Utilize career development information systems, technologies, and computer based systems
- Implement career counseling helping skills with clients from diverse backgrounds
- Design, implement and evaluate career development programs
- Appropriately utilize career counseling assessment instruments
- Recognize and resolve ethical and legal dilemmas associated with career counseling

Objective #5: Graduates will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling.

Graduates will have knowledge of:

- Wellness and prevention as desired counseling goals
- Counselor characteristics and behaviors that influence helping processes
- Theories to conceptualize client concerns and to provide a model for selecting appropriate interventions
- Crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- Ethical and legal considerations related to helping relationships, including the importance of counselor self-awareness in developing and maintaining relationships

Graduates will have the interviewing and counseling skills to:

- establish a therapeutic relationship
- establish therapeutic goals
- design effective intervention strategies
- evaluate counseling outcomes
- successfully terminate the counselor-client relationship
- apply consultation skills in a variety of counseling settings

Objective #6: Graduates will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods in a multicultural society, and will be able to apply these skills to facilitate group processes.

Graduates will have knowledge of:

- Group dynamics, group processes, and group developmental stages and the therapeutic factors of group work
- Theories of group counseling
- Leadership styles and professional preparation standards for group leadership
- Task groups, psycho-educational groups, therapy groups, and other types of group work at different levels of care
- Ethical and legal considerations related to group counseling.

Graduates will have the skills to:

- Develop an effective group leadership style
- Form a group, including the assessment of client appropriateness for group counseling,
- Select appropriate group interventions
- Conduct a group using effective group leadership skills
- Evaluate group outcomes

Objective #7: Graduates will have knowledge of individual and group approaches for assessment and evaluation in a multicultural society and will be able to apply these skills to facilitate the helping process.

Graduates will have knowledge of:

- Historical perspectives on assessment
- Basic concepts of standardized and non-standardized testing
- Statistical concepts such as measurement scales, reliability, and indices of validity
- Social and cultural factors related to assessment/evaluation
- Ethical and legal considerations related to assessment/evaluation

Graduates will have the skills to:

- Select appropriate assessment and evaluation instruments
- Administer ethical and appropriate assessment and evaluation instruments
- Interpret assessment & evaluation instruments and communicate results to clients
- Utilize diagnostic information in case conceptualizations and treatment planning

Objective #8: Graduates will have knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills.

Graduates will have knowledge of:

- Distinctions and similarities of research methods among qualitative and quantitative research designs
- The importance of research for informing evidence-based counseling practice and evaluating client outcomes
- The use of needs assessment for program design and planning
- The use of program evaluation to determine program outcomes and effectiveness
- The use of applied research to counseling practice for establishing empirically sound interventions
- Ethical and legal limitations for conducting counseling research

Graduates will have skills to:

- Evaluate articles in professional journals
- Apply basic statistics to practical situations
- Explain research methods
- Understand and interpret information processed from data collection
- Evaluate programs and interventions based on data

Objective #9: Graduates will have knowledge of family systems concepts and their application to the assessment and treatment.

Graduates will have knowledge of:

- Major theories of family counseling and other related systems theories
- Major models of family intervention
- Strategies to match assessment and interventions modalities to family characteristics (e.g., ethnicity) and problem type

- Ethical and legal issues in couples and family counseling

Graduates will have the skills to:

- Observe and assess family interaction and dynamics
- Conceptualize family interactions in terms of various systems theories
- Implement family assessment and intervention strategies relative to family characteristics and problem type
- Recognize and act on ethical and legal issues in the practice of couples and family counseling

Objectives of the School Counseling Program

Master of Education in Counseling with a Concentration in School Counseling

The LSU School Counseling Program recruits and trains self-motivated counselors who are educational leaders and serve as advocates for all students in elementary, middle, and secondary schools. Through engaging caregivers and community partnerships, students demonstrate how school counselors work to promote academic success for all students, serve as multi-systemic leaders and change agents to improve educational practices, and demonstrate counseling effectiveness in removing barriers to success for all students through ongoing outcome research and program evaluation.

- Facilitate human development and adjustment throughout the lifespan.
- Respect cultural influences on human development and adjustment.
- Develop and maintain a comprehensive, developmental school counseling program which promotes students' academic, career, and personal-social development.
- Use outcome research to demonstrate the effectiveness of school counseling programs.
- Practice consistent with the ethical and professional standards of the counseling profession.

The LSU School Counseling program is 60 hours and is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meets the standards of the Louisiana Department of Education for certification as a school counselor

Objectives of the Clinical Mental Health Counseling Program

Master of Education in Counseling with a Concentration in Clinical Mental Health Counseling

The LSU Clinical Mental Health Counseling Program provides professional level training to graduate students interested in working in community agency and mental health settings. The program is designed to prepare students to become Licensed Professional Counselors in the state of Louisiana. Students will receive knowledge, experience, and skills training in order to:

- Facilitate human development and adjustment throughout the life span
- Prevent, diagnose, and treat mental, emotional, or behavioral disorders and associated distresses which interfere with mental health
- Conduct assessments and diagnoses for the purpose of establishing treatment goals and objectives
- Plan, implement, and evaluate treatment plans using counseling treatment interventions and practices consistent with the ethical and professional standards of the counseling profession.

The LSU Clinical Mental Health Counseling program is 60 hours and is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meets the educational requirements to become a Licensed Professional Counselor in the state of Louisiana.

Counselor Education Program Faculty

Dr. Gary Gintner is an Associate Professor and Program Leader of the Counselor Education Program. He has been with the counseling unit since August 1984. His areas of specialization are diagnostic and treatment guidelines for DSM-5 disorders, substance abuse counseling, and neuroscience applications in counseling. His research has focused on DSM-5, differential diagnosis, treatment planning guidelines and motivational strategies with substance abusers. He is a nationally recognized workshop presenter on topics such as the DSM-5, ICD-10 and best practices in counseling. Dr. Gintner was the 2007-2008 President of the American Mental Health Counselors Association (AMHCA), the largest national association for mental health counselors. Currently, he is a member of the Global Clinical Practice Network of the World Health Organization (WHO), and is involved in field trials on ICD-11. He is a Licensed Professional Counselor and a Board Approved Supervisor of Counselor Interns. His thirty years of clinical experience include work in outpatient mental health, inpatient psychiatric care, chemical dependency, and employee assistance counseling. Dr. Gintner can be contacted at 225-578-2199 or by email (gintner@lsu.edu).

Dr. Laura Hensley Choate, Jo Ellen Levy Yates Endowed Professor, has been with the counselor education program since 1999. She is the coordinator of the Clinical Mental Health Counseling program. Her research interests include girls' and women's mental health, including body image concerns and eating disorders in women. She is the author of four books, *Swimming Upstream: Parenting Girls for Resilience in a Toxic Culture* (Oxford University Press, 2015), *Girls' and Women's Wellness: Contemporary Counseling Issues and Interventions* (2008), *Eating Disorders and Obesity: A Counselor's Guide to Prevention and Treatment* (edited), both published by the American Counseling Association, and *Adolescent Girls in Distress: A Guide to Mental Health Treatment and Prevention* (Springer Publications, 2013). She was awarded the 2016 LSU Distinguished Faculty Award, 2014 College of Human Sciences and Education Distinguished Research Award and the 2012 ACA Best Practices Award for her work in the area of eating disorders treatment and prevention. She was the 2004-2006 editor of the *Journal of College Counseling* and served on the editorial board of the *Journal of Counseling and Development* for two terms. She regularly conducts workshops for local schools and agencies regarding parenting girls. She served for 10 years on the board of the Louisiana Licensed Professional Counselors Board of Examiners, serving 2 years as Board Chair and 8 years as Discipline Committee Chair. Dr. Choate teaches Introduction to Counseling Services, Analysis of the Individual, Girls and Women's Issues in Counseling, and Clinical Mental Health Counseling Practicum. Dr. Choate can be contacted at (225) 578-1248 or by email (lchoate@lsu.edu).

Dr. Jennifer Curry Ph. D., Professor, teaches in the counselor education program at Louisiana State University. Her research interests include career and college readiness and

school counselor induction and development. She has published over 50 peer reviewed articles and five books including *Promising Practices for High School Apprenticeships* published by the American School Counselor Association, *P-12 Career and College Readiness Counseling* (2nd ed.) published by Springer and co-authored with Amy Milsom, and "*African Americans' Career and College Readiness: The Journey Unraveled*", co-edited with M. Ann Shillingford-Butler and published by Lexington. She has presented her work nationally and internationally on a wide range of school counseling topics at over 100 professional conferences. Dr. Curry serves as the associate editor for career and college readiness of *Professional School Counseling*, the flagship journal of the American School Counselor Association. She has served as a delegate of ASCA's national assembly, President of the Louisiana School Counselor Association (LSCA), and President of the Association for Spiritual, Ethical and Religious Values in Counseling. She is the recipient of LSU's Distinguished Faculty Award, Vanderbilt's Roger Aubrey Northstar award, the American Counseling Association's (ACA) Ross Trust Award for School Counseling, the Biggs-Pine publication award, ASERVIC's Meritorious Service Award and ASERVIC's Judith Miranti Lifetime Service Award, LSU's College of Education Early Career Award, LSCA's Publication Award, Louisiana Counseling Association's (LCA) Advocacy Award, and LCA's Research Award.

Dr. Stephanie Eberts, Ph.D., is an Assistant Professor of Professional Practice at Louisiana State University and the coordinator of the School Counseling Concentration. Dr. Eberts received her undergraduate degree in Foreign Language Education from the University of Georgia and a masters in Professional Counseling at Loyola University in New Orleans. Dr. Eberts worked as a school counselor (at both the Elementary and Middle school level) in New Orleans for six years prior to returning to school. During her doctoral training she worked with Safe and Drug Free Schools of Gwinnett County in Georgia for three years. After completing her Ph.D. program at Georgia State University in 2010, she moved to Austin to work at Texas State University. After five years as at Texas State University, she returned to her home state of Louisiana to work at LSU. Dr. Eberts' presents regionally, nationally, and internationally. She writes regularly in the areas of school counseling, group work, play therapy and crisis and trauma counseling.

Dr. Imre Emeric Csaszar was born and raised in Budapest, Hungary. Prior to the communist regime change he immigrated to the US in 1989. He has been living in the states the last 25+ years and became a U. S. citizen in 2006. He has earned his undergraduate degree in behavioral sciences and pastoral counseling at Toccoa Falls College in Georgia. He holds a master's degree from Stetson University, DeLand, Florida in Marriage, Family, and Couples Therapy. He started his PhD program at the University of Central Florida in counselor education; however, he completed his doctoral degree in Higher Education Administration at LSU. Dr. Csaszar is a licensed professional counselor and counselor-supervisor in the state of Louisiana and also holds a certification as nationally certified counselor (NCC). His experience includes working in mental health

triage; substance abuse counseling; geriatric & dementias care; and experiential-adventure based therapy with at-risk youth. His main focus is teaching and education administration although he has a research interest in contemplative studies, stress reduction, holistic wellness and meditation: particularly loving kindness meditation.

Counselor Education Program Frequently Asked Questions

The following are frequently asked questions and should help orient you as you begin the program:

- *Where is the office? What is the contact information?*

The Counselor Education office is in 122 Peabody Hall. The phone number is 225-578-2197.

- *What can I do with a Master's degree in Clinical Mental Health Counseling?*

Graduates of this program may be employed in: public and private mental health settings; private practice; counseling in hospital settings; personal, academic, and career counseling in university settings; substance abuse treatment centers; crisis intervention programs; child protection services; and employee assistance programs. Graduates are trained and gain experience in providing individual, family, and/or group counseling services. Graduates from this program meet the academic requirements to become a Licensed Professional Counselor in Louisiana.

- *What are the differences between a Master's in Counseling and Social Work or Psychology?*

There are differences in the course requirements and the practicum/internships for all three programs. They also differ in the program orientation and emphasis. Areas of emphases in the counseling curriculum are promoting personal development and developing clinical counseling skills; whereas an emphasis in social work is on enhancing and coordinating community services to meet individual or family needs. Psychology focuses primarily on abnormality, illness, or disease. Graduates of all three programs often seek the same kinds of employment positions.

- *What can I do with a Master's degree in School Counseling?*

Graduates of this program meet the requirements for certification by the State Board of Elementary and Secondary Education to serve as school counselors in grades K - 12.

- *How much time do I have to complete this program?*

In order to meet the state requirements for both licensure and certification, the program is 60-hours and takes no less than three years to complete (see Program of Study form). You must revalidate courses that are more than five years old per School of Education and Graduate School policies (see Graduate School policy:

<http://catalog.lsu.edu/content.php?catoid=17&navoid=1402#time-limit>)

- *Do I have to maintain a certain grade point average? What happens if I fall below that?*
- Minimum GPA while in the Graduate School is 3.0. If you fall below this minimum, you are placed on probation by the Graduate School for one semester to bring your GPA back up to a minimum of 3.0 (See Graduate School policy at

<http://catalog.lsu.edu/content.php?catoid=17&navoid=1402#grades>

- *Does it matter in which order I take courses?*

Yes, our courses are only offered one time per year and are developmental in scope. Your

first meeting with your faculty advisor will include an overview of the program and suggestions on how to sequence your courses. It is important to consult with your faculty advisor periodically to remain up to date on changes regarding course offerings and departmental and university policies.

- *Will I be a Licensed Professional Counselor (LPC) when I graduate?*

Students who complete the Clinical Mental Health Counseling program meet all of the academic course work and supervised experience requirements for licensure. However, there are additional requirements. Following graduation, you will need to apply for licensure through the LPC Board of Examiners, complete a minimum of two years supervised experience, and pass a board exam. Information on licensure is covered in Introduction to Counseling Services (ELRC 4602) and can be found at www.lpcboard.org.

- *Do I have to do a Master's thesis?*

No, though some students choose to do an independent study, which might involve research in a particular area of interest. These are arranged on an individual basis with a professor and are neither required nor always available to all graduate students (see Graduate Student Handbook Independent Study Proposals page for more information).

- *What is a Practicum? An Internship?*

A practicum is a 100 hour supervised clinical field experience in which you work directly with clients in an agency or school setting. Practicum is only offered in the Spring, usually during your second year, and typically requires about 10 hours per week on-site.

Practicum sites must be approved by your faculty advisor. During practicum, you must complete a minimum of 40 direct client contact hours. You will receive supervision from your faculty supervisor, on-site supervision, and will attend a Practicum class (ELRC 7362 or 7364) once a week for additional supervision. The focus of this class is on the development of counseling skills. Practicum is a 6 credit hour class.

Internship is an additional clinical field experience and is taken during your third year in both the Fall and the Spring semesters of your program. Internship is a clinical experience, requiring a total of 600 hours on-site/ 300 hours per semester of which 240 must be direct client contact hours. Again, you will receive on-site supervision and will attend an Internship class (ELRC 7399) once a week for additional supervision. An internship is a 3 credit-hour class.

Internship is intended to provide an intensive field experience that reflects the work experiences and responsibilities of a professional counselor. Students are placed at approved school or community counseling sites which allow them to engage in a range of counseling activities relevant to their program of study (i.e., school or mental health counseling). The majority of students find it necessary to adjust their work schedules to accommodate their clinical field experiences. More information about practicum and internship can be found in this Handbook.

- *What kind of financial aid is available?*

Scholarships and assistantships are available through Counselor Education and other departments at LSU. Grants, loans, and other sources of assistance are available through the Financial Aid Office. The Graduate School also has information on financial aid

specifically for graduate students.

- *What professional and student organizations are available and how do I join?*

Chi Sigma Iota Counseling Academic and Professional Honor Society International has an active LSU chapter for counseling students and alumni. Students also are encouraged to join the American Counseling Association and the Louisiana Counseling Association. ACA and LCA offer special student membership and insurance rates. Information regarding these groups is available in the Graduate Student Handbook, the counseling office, or through your faculty advisor.

- *Where can I find information regarding student evaluations of the program and faculty?*

Summaries of exit interviews, course evaluations, and graduate/employer surveys are kept on file in the Counselor Education office in 122 Peabody Hall.

- *What are "COMPS" or the comprehensive examination? When do I take them? How do I prepare?*

The Counselor Preparation Comprehensive Examination (CPCE) is the comprehensive examination required for graduation and is taken in your last semester. This is a 160-question multiple choice exam that assesses the student's knowledge of core areas of counseling. Your advisor will go over the exam format and procedures with you and provide you with references to relevant study materials. You must apply to take the comprehensive examination by the graduate school deadline. Check with your faculty advisor or look for announcements posted in the counselor education offices to find out the specific date, time, and place. The application form to take the COMPS exam and your application form for graduation should be turned in to the Counselor Education office in a timely manner to allow for processing in order to meet the Graduate School deadline. Check with your faculty advisor for more information (see the Graduate Student Handbook).

Licensure and Certification Requirements

Requirements to Become a Licensed Professional Counselor (LPC)

Graduates who complete all the requirements of the Clinical Mental Health Counseling program have fulfilled the academic requirements to become an LPC. In addition, however, graduates must pass the National Counseling Examination and complete three thousand hours of post-degree supervised experience in a counseling setting. Following graduation, an applicant registers with the LPC Board of Examiners and selects a board-approved supervisor. Once the application and supervisor selection has been approved by the LPC Board, applicants can begin to accrue their supervised hours (which may take no less than a period of two years). For more information, contact the LPC Board of Examiners at (225) 765-2515 or at www.lpcboard.org.

Graduates of the School Counseling program may also be license-eligible if they take additional coursework (e.g., ELRC 4600, ELRC 4602). Please talk to the faculty advisor for further information.

Requirements for Certification as a School Counselor

Graduates who complete all the requirements of the School Counseling program will also be required to take the Praxis exam in their Internship semester to fulfill the academic and experiential requirements to become certified as a school counselor in the state of Louisiana.

SECTION TWO: ADMISSION AND MATRICULATION

PROCESS

Counselor Education Admission Process

LSU's Counselor Education Program follows all graduate application policies and procedures mandated by the LSU Graduate School. All colleges, schools, and departments must follow these regulations in order to ensure the integrity and transparency of the application process and exercise fairness to all prospective students.

LSU Graduate School Requirements

- All applications must be filled out and submitted electronically through the LSU Graduate School's website:
<https://applygrad.lsu.edu/apply/>
- An application will only be processed when the application fee (\$50.00) has been paid in full
- Official transcript must be submitted with all applications from previous institutions attended. If the previous institution is/was LSU, the Office of the University Registrar must be contacted to forward official record(s) of transcript(s).
- Transcripts may also be mailed to:

LSU - Graduate School: Office of Admissions
Office of Graduate Student Services
114 David Boyd Hall
Baton Rouge, LA 70803

Program Specific Requirements:

- **GRE Scores.** Official GRE scores must be submitted from the Educational Testing Services (ETS) by the request of the prospective student. For LSU's Counselor Education program, the minimum scores required are: 297 total – 153 verbal and 144 quantitative respectively. Please designate LSU's code of 6373 to prompt ETS for appropriate routing of scores.
- **Grade Point Average.** A minimum of 3.0 overall undergraduate GPA is required to be eligible for consideration for LSU's Counselor Education program. (This will be evidenced by the submitted transcript.)
- **Three letters of recommendation.** Prospective students are evaluated using three criteria: academic potential, potential for professional development, and openness to personal growth and development. **Please ask those providing references to address these issues in their letters of recommendation.**
- **Statement of purpose (Professional Goal Statement).** Prospective students are encouraged to discuss the reasons for pursuing the degree of their choice and how that choice will fit with their career aspirations. In addition, prospective students may also elaborate on their own academic potential, potential for professional development, and openness to personal growth and development.

- Note: A writing sample is **not** required as part of application to this program

These documents must be received prior to or by the deadline and it is the responsibility of the student to ensure the correct recording of all listed documentation via the application platform provided by the LSU Graduate School.

[\(https://applygrad.lsu.edu/apply/\)](https://applygrad.lsu.edu/apply/)

Once the application is complete, LSU's Graduate School will send the finalized file to LSU's Counselor Education program. Faculty will review all documents and may issue or decline an invitation for an interview with the prospective student. Admission decisions are made following the interview by the program faculty and are subject to final approval by LSU's Graduate School.

Top applicants will be offered admission into the program following final admissions decisions. Other competitive applicants may be placed on a waitlist. The Counselor Education program notifies applicants via e-mail whether the counseling faculty have recommended acceptance, denial, or waitlist. This recommendation is forwarded to the Graduate School who reviews this recommendation and then sends a formal decision notification to the applicant by e-mail, providing instruction for accepting the offer of admission. Applicants who choose to decline the offer will be removed from the offer list and then others on the wait list will be considered.

Graduate Assistantship Application

Graduate Assistantship application forms are available through the Counselor Education office. Contact Student Aid & Scholarships (225-578-3101) or the Graduate School for other financial aid possibilities. Applicants are highly encouraged to place the submissions early since there are a very limited number of options/positions available each year.

Reminders regarding LSU Graduate School Policies and Procedures

Students in the Counselor Education master's degree program are first admitted to the LSU Graduate School and must adhere to all Graduate School policies, procedures, and deadlines. It is helpful to be familiar with Graduate School information, available at <https://www.lsu.edu/graduateschool/> and in the LSU Catalog at <http://catalog.lsu.edu/content.php?catoid=17&navoid=1402>.

Policies from the LSU Catalog we would like to highlight are listed below:

Time Limit

Programs for master's degrees must be completed within five years from entrance into a degree program. Credit for individual courses taken at LSU more than five years before the termination of a program may be revalidated by the student's graduate committee through an examination. This examination may be oral, written, or both, depending on the requirements of the department concerned. The documentation of such an examination must be signed by members of the committee and the department's graduate advisor and reported to the Graduate School on the "Master's Course Revalidation form" before the request for the student's final examination will be approved. Students are responsible for verifying if their department has a revalidation policy. No more than 50 percent of the courses in a student's program may be revalidated and counted toward the degree requirements. For regulations regarding time limits and eligibility of transfer work, see "**Transfer of Credit**" under "**Graduate School Regulations**".

Grade Requirements

Good Standing: Graduate students are considered to be in good academic standing, (making satisfactory academic progress), if they maintain a 3.00 cumulative grade point average on all graduate coursework taken within the university (all LSU campuses) and a 3.00 semester average on all coursework (undergraduate and graduate), and earn a grade of "S" in research.

Probation and Dismissal: A student whose cumulative LSU average is below 3.00 will be placed on probation, except that a student whose cumulative average is as low as 2.75 may be dropped from the Graduate School without having a probationary period. For these purposes, a summer term is counted the same as a regular semester. A student already on probation whose cumulative average is below 3.00 will be dropped from the Graduate School. A student receiving a "U" grade in research will be placed on probation. A student receiving a second "U" in research may be dropped from the Graduate School. Rules governing students admitted on probation are provided in "**Admission to Graduate Study**" in this chapter. The grades recorded determine the student's academic status, even if the student changes to a different graduate degree program.

Students who have been dropped from a graduate degree program and are ineligible to continue in the Graduate School may not reapply as non-degree students.

Applicants admitted on probation and students placed on probation may not be appointed to a graduate assistantship. Refer to [PS-21](#) for further details concerning assistantships and students on probation.

Transfer of credit

A maximum of 12 hours of transfer credit from other schools may, in some cases, be used in a master's degree program if approved by the department chair and the Vice Provost of Graduate Studies. Only six hours applied toward a previous master's degree may be applied toward a second master's degree.

To petition for acceptance of these credits, the student must be currently enrolled, must have completed at least nine hours of graduate coursework in a degree program at LSU, and must be in good academic standing.

Transfer credit from other accredited schools must have been earned for graduate credit. This coursework must be judged appropriate to the student's program by the graduate faculty of the major department, must have been taught by a professor whose credentials are comparable to those of graduate faculty at LSU, and must, in terms of time invested, be comparable to graduate courses at LSU. Transfer work may not be used to fulfill the master's program requirement that at least one-half of the minimum required credit be in courses at or above the 7000-level.

No more than 12 hours of combined credit transferred from other schools and earned as a LSU extension or nonmatriculating student may be applied toward a master's degree at LSU. Credit earned as a LSU extension or nonmatriculating student or transferred from another institution must be for coursework in which the student earned a grade in the range of "A" or "B." A "B-" is permitted so long as the LSU cumulative GPA is above a 3.00. Courses in which a grade in the "C" range was earned will not be accepted for transfer into a master's degree program.

Transfer work must have been completed within five years of the time the student is eligible to petition. Once transfer credit is approved, it is valid as long as the master's degree is completed within the five-year time limit or the transfer work is within five years of degree completion.

Graduate work transferred from other institutions may be applied toward degree requirements, but the grades earned will not be computed in the LSU graduate average nor will transfer work appear on the official transcript. Graduate coursework taken at other campuses within LSU is not considered transfer credit, and any number of hours

may be applied toward a degree if approved by the chair of the student's department on this campus.

For more information, see

<http://catalog.lsu.edu/content.php?catoid=17&navoid=1402#Transfer>

Resignation from the University

Dropping an entire course load constitutes resignation from the university for that semester. A graduate student who wishes to resign must first secure approval of the Vice Provost of Graduate Studies. A resignation form must be completed within 10 days of the date approved by the dean, and in no case later than the date shown on the [academic calendar](#) as the final date for resigning from the university. Completion of resignation involves clearance through certain administrative divisions of the university, as shown on the resignation form provided by the Graduate School. A student who abandons courses without resigning will receive a grade of "F" in each course.

Readmission after resignation

Readmission to Original Program

Previously enrolled graduate students who fail to enroll for three or more consecutive semesters (summer term included) must reapply to the Graduate School. Applications for re-entry will be subject to reevaluation under current admission criteria; readmission is not guaranteed.

Official transcripts must be submitted if work has been taken at another institution since the student was last enrolled at LSU. The application deadlines for admission also apply for readmission, as do application fees and late fees. For more information, see <http://catalog.lsu.edu/content.php?catoid=17&navoid=1402#readmission>

Endorsement Policy

Graduates of the Counselor Education program are endorsed upon graduation from their respective specializations as having met certain academic, experiential, and clinical standards, and are therefore prepared for entry level positions within their chosen area of specialty (e.g., graduates from the School Counseling concentration are endorsed for School Counseling certification in Louisiana and School Counseling positions; graduates from the Clinical Mental Health Counseling concentration are recommended for licensure as a Louisiana Licensed Professional Counselor and professional mental health counseling positions). Students are recommended for employment, licensure, or credentialing only for the specializations or specialties in which they are qualified.

Academic Appeal Policy

Students may appeal to the Office of Academic Affairs when their appeal either pertains to a semester over one year ago or when their appeal has already been denied by their college/ school or appropriate unit. The most frequent types of appeals that are submitted pertain to final grades, academic rules or regulations, or a student's residence classification. For more information on student appeals and, specifically, how to begin the appeal process, please contact Frances Martinez at (225) 578-3142. Ms. Rebecca Caire handles student appeals for the Office of Academic Affairs and she may be reached at academicappeals@lsu.edu.

PS-48 is a university policy that establishes procedures that a student may use to formally request the review of the application of any university regulation, rule, policy, requirement, or procedure not otherwise covered by an established procedure as it applies to that individual student.

This grade appeal procedure is an academic process designed to provide students with the ability to appeal a final grade only. Interim grades and grades on particular exams, papers, projects, and other assignments may only be appealed to and discussed with the faculty member who assigned the grade. Any questions, regarding the interpretation or implementation of the grade appeal procedures shall be resolved by the executive vice president and provost or his or her designee.

Appeals of final grades must be initiated by the student within 30 calendar days after the first day of classes in the next regular semester. The procedure is as follows:

1. The student should meet with the faculty member concerned to discuss the situation and attempt to arrive at a solution. Although each may have a counselor present, it is believed that under most circumstances, the meeting will be more productive if only the student and the faculty member are present. If an administrative officer (department chair, Dean, Executive Vice-Chancellor and Provost for Academic Affairs) is the faculty member who assigned the grade which is being appealed, that officer should recuse himself or herself from the appellate process; his or her place in the procedure will be taken by a faculty member appointed *ad hoc* by the Executive Vice-Chancellor and Provost for Academic Affairs or the Chancellor, as appropriate.

If the faculty member is on sabbatical leave or is otherwise unavailable, his/her place will be taken by a faculty member appointed by the department chair or his/her designee. The faculty member must inform the student of his/her decision within seven calendar days. If the decision reached requires a change in an official University record, the faculty

member must comply with all University regulations and procedures necessary to accomplish the change.

A change of grade is accomplished by filing a "Grade Correction Report." A satisfactory reason for the change is "academic appeal." The department chair and/or the student's dean (dean of the college in which the student is enrolled) may request documentation of the facts of the matter to facilitate any decision with respect to approval of the grade change.

2. If the matter is not resolved between the student and the faculty member, and the student wishes to pursue the appeal, he or she shall make a written request to the chair of the department in which the course was taught asking for a meeting of the department chair, the faculty member, and himself or herself. The faculty member will provide the name of the appropriate department chair. The written request should clearly state the purpose of the meeting and should indicate the faculty member's name; however, it should not go into detail as to justification for the appeal. This request must be submitted within 45 calendar days after the first day of classes of the next regular semester.

The department chair shall arrange a meeting within 14 calendar days from the date of the receipt of the request. At this meeting, both the student and the faculty member may be accompanied by a counselor. At the close of the meeting, or within seven calendar days thereafter, the department chair shall make a decision. If a decision is made at the close of the meeting, it is to be given orally to all present. If the matter is taken under advisement, the department chair shall inform all parties, including the student's dean, of his or her decision in writing. If the decision reached requires change in an official University record, the faculty member must comply with all University regulations and procedures necessary to accomplish the change.

3. If the student is not satisfied with the decision reached, he or she may appeal to the dean of the college in which the department offering the course is located. The dean's name will be furnished by the department chair. Appeals concerning courses numbered 8000 or above should be directed to the Dean of the Graduate School. The student's appeal must be written on a Student Appeal Form, which is available in department and college offices, and must be submitted within 14 calendar days after notification of the department chair's decision. The form must contain the following information: (1) a statement of the action(s) complained of; (2) the relief requested; and (3) a specific statement of the reasons supporting the relief sought.

Upon receipt of the completed Student Appeal Form, the dean must promptly forward copies to the department chair and faculty member concerned, who must promptly reply with individual written statements supporting their previous actions. Either may

request that a hearing panel be convened. Copies of the written replies must be forwarded to the student.

When the department chair's and faculty member's replies have been received, the student may choose one of the following options: (1) the dean may decide the question on the basis of the written appeal and the faculty member's and department chair's written requests; (2) the dean may meet with all parties concerned, who may be accompanied by counselors if desired and after discussion, reach a decision; or (3) the dean may refer the appeal to a hearing panel for their recommendation.

If a hearing panel has been requested by the student, the faculty member, or the department chair, the dean must convene such a panel.

Hearing panels to consider grade appeals will be appointed by the dean and shall be composed of three faculty members selected by the dean, with no more than two from the same department, and two students appointed by the president of the college's student governing body. The dean should designate the chair of the panel.

The panel shall hold a hearing with the department chair, the faculty member, and the student, each of whom may be accompanied by a counselor. After deliberation, the panel will make its recommendation in writing to the dean. Copies of the recommendation and the dean's final decision must be given to all parties, including the student's dean.

Regardless of the method used, the dean must make his or her decision within 30 calendar days from the date of the receipt of the student's appeal. The decision must be written, listing the reasons supporting the decision; copies must be given to all parties, including the student's dean. If the decision requires change in an official University record, the faculty member must comply with University regulations and procedures necessary to accomplish the change.

4. If any party to the appeal believes that a serious procedural error occurred or that there was an abuse of discretionary authority in reaching the decision, he or she may file a written petition for review with the Executive Vice-Chancellor and Provost for Academic Affairs. This petition, which must be filed within seven calendar days after receipt of the decision in step 3, must contain a complete statement of the alleged serious procedural error or examples of abuses of discretionary authority complained of, and also must contain reasons for the relief sought. The petition must be accompanied by all documents produced in the appeal. Copies should be sent to all parties to the appeal and the student's dean.

The Executive Vice-Chancellor and Provost for Academic Affairs shall decide whether

further action should be taken within fourteen calendar days after receipt of the petition. In reaching this decision, he or she may ask other parties to the appeal to make written reply to the request for a review, or these parties, on their own, may make written reply. If the decision is reached that a review is not justified, the student and all other parties, including the student's dean, will be notified.

If the Executive Vice-Chancellor and Provost for Academic Affairs decide to respond favorably to the petition for review, he or she will hold a formal meeting with all parties and their counselors, if desired, and reach a decision based on discussions at this meeting, as well as on all written materials furnished.

Once a decision is reached, the Executive Vice-Chancellor and Provost for Academic Affairs will notify all parties, including the student's dean, of his or her decision. The decision of the Executive Vice-Chancellor and Provost for Academic Affairs shall conclude the matter, subject to the right of the Chancellor to review the case. The Chancellor will consider the case only on the basis of a petition for review following the procedure outlined above.

Counselor Education Program Student Review Policy

In addition to academic requirements, program faculty conduct extensive evaluations of students on a regularly scheduled basis. These evaluations serve as a summative measure of students' progress towards the value orientation, personal growth, and professional behaviors necessary for counseling competence. Both the ACA Code of Ethics (2014) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) require that counselor education faculty engage in ongoing, systematic assessment of students' academic, professional, and personal development; provide regular feedback to students; and serve as gatekeepers for the profession when student behaviors and dispositions warrant concern.

See ACA Code of Ethics Standards:

F.6.b. Gatekeeping and Remediation. Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

Standard F.9.a. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

To adhere to these Codes and policies, the faculty will conduct regular student reviews as follows:

1. Advisors will review the Student Academic, Professional, and Personal Development review form with advisees in summer of their 1st year, Fall of their 2nd year (prior to practicum as a prepracticum review), summer after 2nd year, fall of 3rd year (before spring internship), and Spring of their 3rd year (prior to graduation). See page 30 for a copy of this form.
2. Faculty and site supervisors will also complete the Counseling and Counselor Skills Scale (CCSS), a form that assesses characteristics deemed necessary for the development of ethical and competent counselor. This form will be used to evaluate these essential competencies at the end of the ELRC 7345 Counseling Skills and Interventions course (fall, second year), practicum (at midterm and final) and internship (at midterm and final). A rating of 4 or higher on each item is considered a minimum standard of behavior. Faculty will work with students who are not demonstrating satisfactory progress in a particular area in order to identify appropriate remediation procedures expected of the student. See 31 for a copy of the CCSS.
3. Student review is an ongoing and continuous process. Any program faculty member may raise questions about a particular student's performance and progress during regularly scheduled faculty meetings.

If, in the professional judgment of program faculty, a student's attitudes, behaviors, or skills are deemed substandard, unethical, illegal, or professionally impaired at any time during the program (including coursework, practicum and internships) the following actions may be taken:

1. Review and remediation: The student will be placed on program review and remediation status, and a remediation plan will be developed by the student and the advisor with the approval of the program faculty. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy placed in the student's file.
2. Voluntary resignation: Faculty will recommend the student resign from the program.
3. Dismissal from the program: If a student's unacceptable professional and/or personal behaviors are deemed severe enough by the program faculty, an immediate dismissal recommendation will be forwarded to the Graduate School.

Students not satisfied with the decision of the program faculty should follow the appeals procedures of the School of Education and/or Louisiana State University.

Remediation Plan

A remediation plan will:

- ◆ behaviorally define the student's problem areas
- ◆ identify the expected behavior patterns or goals
- ◆ specify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behaviors change, and/or additional academic coursework or practice, field experiences, etc.
- ◆ designate a way in which the goal attainments will be demonstrated
- ◆ designate a date for goal attainment or reevaluation

The plan will be submitted to the program faculty for review, possible modification, and approval. If the plan has been modified by the program faculty, the student and faculty advisor will meet to review the modified plan.

Near the date for reevaluation, the student will request from the faculty advisor an evaluation of progress.

At or near the date for reevaluation, the student's progress or lack thereof will be reviewed by the program faculty at a regularly scheduled faculty meeting. At such a review meeting, the faculty shall have four options of recommendation:

1. Continuation in the program: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.
2. Continued review and remediation: If progress is documented on the first evaluation, an updated behavioral plan is prepared and a date is set for another reevaluation at the program faculty's discretion.
3. Voluntary resignation: Recommend the student resign from the program.
4. Dismissal from the program: If the student has failed to attain the behavioral goals and there is no expectation that the goals can be attained in the near future, the student will be dismissed from the program.

The student will be requested to sign the reevaluation decision, with one copy provided to the student and one copy placed in the student's file.

If dismissal from the program is recommended by the faculty, a written notification will be given to the student. If dismissal is recommended, the student will be given thirty

days within the regular academic year in which to: (a) prepare and present to the faculty a written response to the notification, and (b) if the student chooses, request in writing a faculty review of the termination recommendation.

Upon receipt of a written request from the student regarding the termination recommendation, a faculty meeting will be held to provide the student with the opportunity to present the case to the faculty.

Following the student's presentation, the program faculty will meet to: (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be withheld.

Written notification of the decision will be provided to the student and, if upheld, a formal dismissal recommendation will be forwarded to the Graduate School.

Students not satisfied with the decision of the program faculty should follow the appeals procedures of the School of Education and/or Louisiana State University.

Student Academic, Professional, and Personal Development Review

Student _____ Program: _____ Faculty _____

Review (circle one) 1st year 2nd year 3rd year

The ACA Code of Ethics (2014) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) require that counselor education faculty engage in ongoing, systematic assessment of students' academic, professional, and personal development; provide regular feedback to students; and serve as gatekeepers for the profession when student behaviors and dispositions warrant concern. As per our policy outlined in the Counselor Education Graduate Student Handbook, this review form will be completed with all students during each year of their matriculation through the program.

Rating Scale

- N – No Opportunity to observe
- 0 – Does not meet criteria for program level
- 1 – Meets criteria minimally for program level
- 2 – Meets criteria inconsistently for program level
- 3 – Meets criteria consistently for program level

| Academic Development | | | | | |
|---|---|---|---|---|---|
| 1. The student maintains an acceptable GPA as determined by the LSU Graduate School and program standards. | N | 0 | 1 | 2 | 3 |
| 2. The student is progressing in coursework as outlined on his/her program of study. | N | 0 | 1 | 2 | 3 |
| 3. The student maintains regular and punctual class attendance. | N | 0 | 1 | 2 | 3 |
| 4. The student demonstrates professionalism through consistent classroom participation. | N | 0 | 1 | 2 | 3 |
| 5. The student consistently adheres to due dates for assignments and coursework. | N | 0 | 1 | 2 | 3 |
| 6. The student participates in classroom discussions in such a way that contributes to an open exchange of ideas and opinions among students. | N | 0 | 1 | 2 | 3 |

| Professional Development | | | | | |
|---|---|---|---|---|---|
| 1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession. | N | 0 | 1 | 2 | 3 |
| 2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates application of ethical and legal requirements relevant to counseling training and practice. | N | 0 | 1 | 2 | 3 |

| | | | | | |
|---|---|---|---|---|---|
| 4. The student demonstrates the ability and openness to receive, integrate, and utilize feedback from peers, teachers, and supervisors. | N | 0 | 1 | 2 | 3 |
| 5. The student demonstrates commitment to development as a professional counselor (e.g., is eager to learn new skills and techniques; attends professional development workshops, conferences, meetings). | N | 0 | 1 | 2 | 3 |

| Personal Development | | | | | |
|--|---|---|---|---|---|
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. | N | 0 | 1 | 2 | 3 |
| 2. The student demonstrates honesty, fairness, and respect for others. | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work. | N | 0 | 1 | 2 | 3 |
| 4. The student manages personal mental health issues in a way that does not interfere with his/her ability to learn and progress through the program. | N | 0 | 1 | 2 | 3 |
| 5. The student exhibits appropriate professional appearance including being alert and active during class, appropriate attire, grooming, and personal hygiene. | N | 0 | 1 | 2 | 3 |
| 6. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | N | 0 | 1 | 2 | 3 |
| 7. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | N | 0 | 1 | 2 | 3 |
| 8. The student avoids improper and potentially harmful dual relationships. | N | 0 | 1 | 2 | 3 |
| 9. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | N | 0 | 1 | 2 | 3 |
| 10. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | N | 0 | 1 | 2 | 3 |

Comments:

Faculty Signature

Date

Student Signature

Date

Counseling and Counselor Skills Scale (CCSS)

Student Name: _____ Site: _____
 Semester _____ Practicum/Internship _____ Midterm _____ Final _____

Please rate the student (1 to 7) using the scale below by writing the appropriate score on the line to the left. Please evaluate the student compared to other students at a comparable training level.

| | | | | | | |
|----------------------|----------|----------|----------------------------|----------|-------------------------------|----------|
| Not Effective | | | Sometimes Effective | | Consistently Effective | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I. DEVELOPS THERAPEUTIC RELATIONSHIP

____ 1. Consistently demonstrates such core conditions as genuineness, authenticity, warmth, respect, positive regard, and acceptance.

II. BUILDS TRUST AND RAPPORT

____ 2. **Non-Verbal Attending** – maintains open relaxed posture; maintains direct gaze with occasional breaks. Leans forward when talking, leans back when client talks on target. Uses head nods and body gestures.

____ 3. **Verbal Tracking** – Repeats key words and phrases. Uses prompts (uh huh) to let client know s/he is heard. Helps client focus on important issues.

____ 4. **Vocal Tone** – Uses vocal tones that match the sense of the session and session goals. Communicates caring and connection with the client.

III. ENCOURAGING EXPLORATION

____ 5. **Questioning** – Asks open-ended questions that encourage the client to continue talking and to provide needed information. Closed questions used judiciously. Questions not overused.

____ 6. **Requesting Concrete and Specific Examples** – Asks for concrete and specific instances when client provides vague generalities.

____ 7. **Paraphrasing** - Engages in brief, accurate, and clear rephrasing of what the client has expressed.

___ 8. **Summarizing** – Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.

IV. DEEPENS THE SESSION

___ 9. **Reflecting Feeling & Content** – States succinctly the feeling and content of the problem faced by the client (“You feel ___ when ___.”)

| | | | | | | |
|----------------------|----------|----------|------------------|------------------|---------------------|------------------|
| Not Effective | | | Sometimes | Effective | Consistently | Effective |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

___ 10.

Using Immediacy – Recognizes here-and-now feelings, expressed verbally or nonverbally, by the client or the counselor.

___ 11. **Observing Themes and Patterns** – Identifies more overarching patterns of acting, thinking, or behaving in problem situations.

___ 12. **Confronting/Pointing out Discrepancies** – Express observation of discrepancies.

___ 13. **Reflecting Meaning and Values** – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying.

___ 14. **Self-Disclosure** – Skillfully self-discloses when appropriate.

V. ENCOURAGES CHANGE

___ 15. **Determining Goals and Desired Outcomes** – Collaboratively determines outcomes toward which the counseling process will aim. Intervention strategies to help client move forward toward treatment goals, such as setting up reinforcement systems, using guided imagery, asking the miracle questions, etc.

___ 16. **Considering Alternatives & Their Consequences** – Helps the client review possible solutions and the value of each over the long-term.)“One option would be ___ and that would mean ___. Another option would be...”)

___ 17. **Planning Action & Anticipating Possible Obstacles** – Reaches agreement about actions to take, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and to decide how to handle them.

VI. THEORETICAL AND OTHER PROFESSIONAL KNOWLEDGE

___ 18. **Knowledge of Professional Literature** – Responded to client communication in ways that demonstrated an understanding of the category of the client’s issue of diagnostic category, as well as the standard of care supported by the current counseling literature.

___ 19. **Tailors Interventions to Client Characteristics**– Based on a thorough knowledge of guiding theory, developed unique strategies tailored to the individual client’s characteristics, dynamics, and circumstances

___ 20. **Case conceptualization and subsequent treatment planning** are consistently guided by theory

VII. PROFESSIONAL RESPONSIBILITY

___ 21. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.

| | | | | | | |
|----------------------|----------|----------|------------------|------------------|---------------------|------------------|
| Not Effective | | | Sometimes | Effective | Consistently | Effective |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

___ 22. The student relates to peers, professors, and others in a manner consistent with stated professional standards.

___ 23. The student attends staff meetings regularly and makes appropriate contributions.

___ 24. The student maintains professionally prepared progress notes for each client.

___ 25. The student keeps supervision appointments and participates actively and willingly

VIII. COMPETENCE

___ 26. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.

___ 27. The student demonstrates commitment to development as a professional counselor (e.g., is eager to learn new therapeutic skills and techniques; attends professional development workshops, conferences, and meetings).

IX. MATURITY

____ 28. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.

____ 29. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors.

____ 30. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

X. INTEGRITY

____ 31. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

____ 32. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Supervisor Comments

Compared to other students you have supervised in the past, how would you describe this student's preparation for practicum/internship?

In your opinion, how could our program better prepare students for field experience?

Additional Comments:

Supervisor Signature _____

Date _____

**SECTION THREE: PROGRAM REQUIREMENTS AND
CURRICULUM**

LSU SCHOOL COUNSELING PLANNED PROGRAM OF STUDY

Program Purpose and Objectives

The mission of the LSU School Counseling Program is to recruit and train self-motivated counselors who are educational leaders and serve as advocates for all students in elementary, middle and secondary schools. Through school and community partnerships, students demonstrate how school counselors work to promote academic success for all students, serve as leaders and change agents to improve educational practices, and demonstrate counseling effectiveness through ongoing outcome research and evaluation.

The LSU Counseling program is 60 hours and is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the standards of the Louisiana Department of Education for certification as a school counselor.

Course Requirements

The School Counseling non-thesis concentration requires the completion of 60 credit hours, a specified core of 51 credit hours, and 9 elective credit hours.

The School Counseling concentration with thesis requires a total of 60 credit hours, which includes a 51 hour core, 6 credit hours for the thesis, and 3 elective credit hours.

SCHOOL COUNSELING COURSES

Fall (1st Year)

- _____ ELRC 7331 Counseling Theory and Techniques
- _____ ELRC 7391 Counseling Across the Lifespan
- _____ ELRC 4360 Introduction to School Counseling

Spring (1st Year)

- _____ ELRC 7330 Group Counseling
- _____ ELRC 4361 Counseling Children
- _____ ELRC 7326 K-12 Career and College Readiness

Summer (1st Year)

- _____ ELRC 7333 Analysis of the Individual
- _____ ELRC 7334 Vocational Counseling

Fall (2nd Year)

- _____ ELRC 7345 Counseling Skills and Interventions
- _____ ELRC 7393 Multicultural Counseling
- _____ ELRC 4249 Understanding Research

Spring (2nd Year)

- _____ ELRC 7395 Family Counseling
- _____ ELRC 7362 Practicum in School Counseling (6)

Summer (2nd Year)

- _____ ELRC 7348 Counseling Skills for Substance Use Problems
- _____ Elective

Fall (3rd Year)

- _____ ELRC 7399 Internship School Counseling (3)
- _____ Elective

Spring (3rd Year)

- _____ ELRC 7399 Internship School Counseling (3)
- _____ Elective

In addition to core courses, students will have the opportunity to choose nine (9) hours of electives. Electives include but are not limited to the following:

For those interested in pursuing LPC licensure in Louisiana, the following two electives are required:

ELRC 4602 Introduction to Counseling (Fall)
ELRC 4600 Counseling for Disabling Conditions (Spring)

Additional Electives:

ERLC 7361 Advanced Issues in School Counseling (Summer)
ELRC 4370 Counseling Girls and Women (Spring)
ELRC 4603 Crisis and Trauma Intervention (Summer)
EDCI 7764 Social and Emotional Development of the Gifted (3)

Courses in Social Work

SW 7406 Social work with Lesbian, Gay, Bisexual and Transgender People (3)
SW 7305 Grief and Bereavement (3)

Applied Behavior Analysis (ABA)-Related Courses

EDCI 6701 Content ABA
EDCI 6702 Content ABA
EDCI 6703 School Based Models, Tactics, Strategies
EDCI 6704 ABA Practicum
EDCI 7727 Single Subject Research in ABA

- Other courses may be approved by permission of advisor
Please note: Program changes may be made only with the advisor's approval. The plan approved above must conform to the program of study for the degree sought. It is the student's responsibility to be knowledgeable of LSU Graduate School regulations to ensure that the planned program conforms to Graduate School and Departmental Requirements.

Faculty Advisors

Students will be assigned a major advisor and two committee members upon admission to the program. Students will meet with their advisors for guidance throughout the program. If students have a question about program requirements or concerns, they should contact their faculty advisor first. Although students may meet with their faculty advisor any time there is a concern, there are several required program milestones during which students will meet with their advisors:

1. Initial advisory session to complete program of study
2. At the completion of the first year, during the summer semester a Student Academic, Professional, and Personal Review form will be completed with each student's advisor.
3. In October of the second year, a Review Form will be completed with each student's advisor as part of the pre-practicum review process
4. At the completion of the second year, during the summer semester a Review form will be completed with each student's advisor.

5. In October of the 3rd year, students will meet with their advisor as part of preparation for the comprehensive exam, final internship placement, and graduation requirements
6. In April of the 3rd year, students will meet with their advisor to complete the final Review Form

Comprehensive Examinations:

Degree requirements include successful completion of the Counselor Preparation Comprehensive Examination (CPCE). This is a 160 question multiple choice exam that assesses the student's knowledge of core areas of counseling. Students take the exam in their last semester of the program with permission of their faculty advisor. To be eligible to take the comprehensive examination, students must have at least a 3.0 overall grade point average. Please see <https://www.cce-global.org/AssessmentsAndExaminations> for more information about the exam.

Professional Development

In addition to meeting academic requirements, students are expected to develop a professional orientation, generally defined as internalized attitudes, perspectives, and personal commitment to the standards, ideals, and identity of a profession. Evidence of professionalism includes: active participation and leadership in professional organizations; attendance at local, state, regional, and/or national meetings; acquisition of appropriate counselor credentials; professional growth; and the continued pursuit of knowledge. Students are also encouraged to present papers at professional conferences and meetings and to participate in workshops and in-service training.

| | |
|---------------------|-------|
| _____ | _____ |
| Student Signature | Date |
| _____ | _____ |
| Advisor's Signature | Date |

**LSU Clinical Mental Health Counseling
Planned Program of Study**

Program Purpose and Objectives

The Master's of Education in Counseling with a Concentration in Clinical Mental Health Counseling provides professional level training to graduate students interested in working in mental health settings. The program is designed to prepare students to become Licensed Professional Counselors in the state of Louisiana. Students will receive knowledge, experience, and skills training in order to:

- ♦ facilitate human development and adjustment throughout the life span
- ♦ prevent, diagnose, and treat mental, emotional, and behavioral disorders and associated distresses which interfere with mental health
- ♦ conduct assessments and diagnoses for the purpose of establishing treatment goals and objectives
- ♦ plan, implement, and evaluate treatment plans using counseling treatment interventions
- ♦ practice consistent with the ethical and professional standards of the counseling profession

Course Requirements

The Clinical Mental Health Counseling non-thesis concentration requires the completion of 60 credit hours, a specified core of 48 credit hours, and 12 elective credit hours.

The Clinical Mental Health Counseling concentration with thesis requires a total of 60 credit hours, which includes 48 hours in the specified core, 9 credit hours for the thesis, and 3 elective credit hours.

**CLINICAL MENTAL HEALTH COUNSELING
PLANNED PROGRAM OF STUDY**

Fall (1st Year)

- _____ ELRC 7331 Counseling Theory and Techniques
- _____ ELRC 7391 Counseling Across the Lifespan
- _____ ELRC 4602 Introduction to Counseling Services

Spring (1st Year)

- _____ ELRC 7330 Group Counseling
- _____ ELRC 4600 Disabling Conditions
- _____ ELRC xxxx Elective

Summer (1st Year)

- _____ ELRC 7333 Analysis of the Individual
- _____ ELRC 7334 Vocational Counseling
- _____ ELRC xxxx Elective

Fall (2nd Year)

- _____ ELRC 7345 Counseling Skills and Interventions
- _____ ELRC 7393 Multicultural Counseling
- _____ ELRC 4249 Understanding and Applying Research in Education

Spring (2nd Year)

- _____ ELRC 7395 Family Counseling
- _____ ELRC 7364 Practicum in CMHC (6)

Summer (2nd Year)

- _____ ELRC 7348 Counseling Skills for Substance Use Problems
- _____ ELRC xxxx Elective

Fall (3rd Year)

- _____ ELRC 7399 Internship CMHC (3)
- _____ ELRC xxxx Elective

Spring (3rd Year)

- _____ ELRC 7399 Supervised Counseling Internship (3)

_____ ELRC xxxx Elective

Elective Courses

There are 12 hours of electives (4 courses) required in the program, and a total of 60 credit hours. Possible elective courses include:

- ELRC 4370 Counseling Girls and Women (Spring)
- ELRC 4603 Crisis and Trauma (Summer)
- ELRC 7398 Couples Counseling (Fall and Summer)
- ELRC 4360 Introduction to School Counseling (Fall)
- ELRC 4361 Counseling Children (Spring)
- ELRC 7326 PK-12 College and Career Readiness (Spring)

Courses in Social Work

- SW 7406 Social work with Lesbian, Gay, Bisexual and Transgender People
- SW 7305 Grief and Bereavement

Courses in School of Education

- EDCI 7764 Social and Emotional Development of the Gifted

Applied Behavior Analysis (ABA) Related Courses

- EDCI 6701 Content ABA
 - EDCI 6702 Content ABA
 - EDCI 6703 School Based Models, Tactics, Strategies
 - EDCI 6704 ABA Practicum
 - EDCI 7727 Single Subject Research in ABA
- Other courses may be approved by permission of advisor

Please note: Program changes may be made only with the advisor's approval. The plan approved above must conform to the program of study for the degree sought. It is the student's responsibility to be knowledgeable of LSU Graduate School regulations to ensure that the planned program conforms to Graduate School and Departmental Requirements.

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Specialist Certificate

Program Description

The Specialist Certificate with a Concentration in Counseling provides advanced counseling training for those who have already earned a Master's degree in School or Clinical Mental Health Counseling. The program of study provides specialized training in a particular area of counseling such as school counseling (e.g., completing requirements for certification), special populations (e.g., children, substance abusers), or clinical mental health counseling (e.g., completing coursework needed for licensure as an LPC). Graduates receive a Specialist Certificate (Ed.S.).

Admission Requirements:

To be eligible for the Specialist program, students must have earned a Master's degree in Counseling that is comparable to the departmental Master's program in School or Clinical Mental Health Counseling. In addition, applicants must wait at least one year from the date of earning their Master's degree to be considered.

Students must submit an application to the Graduate School and meet admission requirements for the Master's programs in School or Clinical Mental Health Counseling (i.e., a minimum score of a 297 on the GRE and at least a 3.0 undergraduate GPA). The cumulative graduate level GPA must be at least a 3.5.

An admission application can be obtained from the Graduate School, 114 David Boyd Hall, Baton Rouge, LA 70803; phone: 225-578-2311; web address: <https://applygrad.lsu.edu/apply/>.

Faculty Advisor:

Upon admission to the program, students will be assigned a faculty advisor.

Required Hours and Coursework:

The Specialist program requires a minimum of 60 graduate credit hours, which includes approved master's level hours. Regardless of the number of master's degree hours, a minimum of 12 credit hours must be taken at Louisiana State University, as part of a planned program of study. The student and the faculty advisor identify a specialization area and design a program of study that includes both coursework and a 300 hour internship. All coursework must be approved by the faculty advisor.

Specialist Exam

In the semester that the courses are completed, students must pass the written Specialist Comprehensive Exam, which consists of essay questions on the specialization area.

Practicum and Internship

While some programs require students to find their own sites, LSU counselor education faculty take a proactive approach to placing students in clinical sites during practicum and internship. Faculty placement of students includes a consideration of student interests, abilities, and site accessibility.

For counseling students with a documented disability, reasonable accommodations will be provided during practicum and internship placement if requested. Prior to the practicum or internship placement, it is the student's responsibility to request a meeting with the assigned University supervisor, the proposed site supervisor, and the LSU Office of Disability Services. At this meeting, all parties will discuss and determine which accommodations are reasonable for the field placement prior to the start of practicum or internship experience. Students should note that reasonable accommodations in field settings may be different from reasonable accommodations that are made in content-based classes. In addition, the accommodation plan may be revisited if necessary.

Practicum

Practicum is a supervised clinical field experience in which students work directly with clients in an agency or school setting. Practicum is taken during the spring semester of the 2nd year. Prerequisites for practicum include:

- ELRC 4360 Introduction to School Counseling (School) OR ELRC 4602 Introduction to Counseling Services (CMHC)
- ELRC 7331 Counseling Theory and Techniques
- ELRC 7391 Counseling Across the Lifespan
- ELRC 7330 Group Counseling
- ELRC 4361 Counseling Children (School)
- ELRC 4600 Disabling Conditions (CMHC)
- ELRC 7345 Counseling Skills and Interventions
- ELRC 7393 Multicultural Counseling

Students will be at their site for a minimum of 100 total hours, with 40 of those hours as direct client contact hours. Students will attend class (either ELRC 7364 or ELRC 7362) for weekly instruction and supervision, and will attend individual supervision with a program faculty supervisor as well as their site supervisor. We suggest that students plan on being at their practicum sites approximately 2 days per week (approximately 10 hours per week). Please see Appendix A for a copy of the Practicum Site Supervisor Handbook that contains the practicum contract, practicum evaluation forms, and the practicum syllabus. Practicum is a 6-credit hour class.

Procedures for Practicum Application

In October of the 2nd year in the program, faculty will announce that applications for practicum are open to students. At that time, students will need to schedule a meeting with their faculty advisor to complete the pre-practicum meeting. This meeting will include completing the Student Academic, Professional, and Personal Review and a discussion of practicum requirements and students' interests. Faculty will then meet to discuss student reviews by mid-October and approve students for practicum. Students' interests will be conveyed to the appropriate practicum coordinator who will then begin the process of matching students with placements. After that time students may contact suggested placements to set up interviews with site supervisors. Once the site supervisor agrees to accept a student for practicum, he or she will receive a Site Supervisor Handbook via e-mail so that expectations are clear. Students are responsible for communicating with the site supervisor to determine a start date for the practicum experience during the spring semester. Any required site orientation should be completed prior to the start of the spring semester. Please note, students should go to their sites for orientation prior to the start of the spring semester, but may not meet with clients until after the start of the first day of classes during the spring semester.

Internship

Internship is the second clinical field experience taken during the 3rd year in the program in both the fall and the spring semester. Successful completion of practicum is a prerequisite for internship. Internship is a 6 credit course (3 hours in fall, 3 hours in spring). Students must complete a 300 hour internship in both the fall and the spring semester, for a total of 600 hours by the completion of the spring semester. Direct hours requirements are 120 hours in the fall and 120 hours in the spring semester, for a total of 240 direct client contact hours by the completion of the spring semester. We suggest that students spend approximately 3 days per week at their respective sites (approximately 20 hours per week). Internship is intended to provide an intensive field experience that reflects the work experiences and responsibilities of a professional counselor. Students are placed at approved school or community counseling sites that allow them to engage in a range of counseling activities relevant to their programs of study (i.e., school or mental health counseling). The majority of students find it necessary to adjust their work schedules to accommodate their clinical field experiences. Please see Appendix B for a copy of the Internship Site Supervisor Handbook that contains the internship contract, internship evaluation forms, and the internship syllabus.

Independent Study Proposals

Students have the option of applying for an Independent Study with a program faculty member and should first present the idea to their program advisor. The student's advisor will initially direct him or her toward other electives or proposal/manuscript writing courses offered within the School of Education or University that may be a more appropriate fit. If the advisor believes that the proposed study does not fit within any other existing courses and that it might meet the criteria for an Independent Study, the student may then prepare and submit an Independent Study proposal that will undergo full faculty review. Students may register for an Independent Study only after full faculty approval of the proposal.

Due dates for faculty consideration of Independent Study proposals are as follows:

Summer Independent Study: Proposal due March 30

Fall Independent Study: Proposal due May 30

Spring Independent Study: Proposal due October 30

Independent Study Proposal Guidelines. Please answer the following questions thoroughly.

1. The intended purpose and rationale for the independent study that would justify 3 hours of course credit.
2. What deliverable(s) are anticipated as outcomes of this independent study (e.g., publishable manuscript, national presentation, organizational manual).
3. How the goals of the independent study link to counseling and the intended counseling specialization.
4. Necessary support(s) from faculty and specifically, from whom.
5. Electives already taken in the program (please list course number and name).
6. Please describe any completed preparation, training, or groundwork to assist in developing this proposal or the independent study idea.
7. Please list any previous coursework that will assist in the completion of this independent study.
8. How will time be structured over the semester to ensure that goals are met?

Professional Communication Expectations

We want to encourage you to consider how you communicate with your peers, faculty, and others as you transition to your role as a professional counselor. Please review these helpful tips.

- Please DO review emails before you send them. Be sure each email has a salutation (e.g., Dear Dr...:), professional font, and appropriate text. When sending an assignment, be sure to write an email, rather than simply sending a blank email with an attachment. Remember, some faculty members receive 200-300 emails per day, so make sure they can easily identify the intended purpose of your email.
- During class, please DO use your laptops for note taking and for accessing files on Moodle but please refrain from using social media, chat programs, and other websites that do not pertain to class material.
- Please DO use your phone during breaks but refrain from texting or other phone use during class
- Please DO socialize with your classmates and communicate with them regularly. It is important that you are a positive support to one other. However, please be cautious in regard to group messaging. Sharing information about test or quiz questions and other assignments on group texts is considered a violation of the university's academic integrity policy.
- If you would like an appointment with a faculty member, please DO send an email requesting an appointment. In the email, let the faculty member know WHAT you would like to meet about, at least 3 DATES and TIMES you are available, and HOW much time you will need for a meeting (e.g., 15 minutes, 30 minutes). When meeting with faculty, please DO consider that faculty have many responsibilities and stick to an agenda for your meeting.
- Please DO prioritize class attendance during your time as a student in our program. Because our classes only meet once per week and we cover a great deal of material in each class meeting, class attendance is critical to your success in the program. DO e-mail your instructor in advance if you ever need to miss a class. Please DO assume that if you are absent from class you have missed important information. However, professors are not able to meet all students every time they miss a class to go over what happened during their absences. Therefore, we recommend that you find students you trust to share notes with you.
- Please DO ask for letters of recommendations if you need one for scholarships, assistantships, or potential jobs. Let the faculty member know when the recommendation letter is due, and make sure that you ask them at least two weeks in advance of the due date. Once the faculty member agrees, please DO send them the following: the name and address to whom the letter should be

addressed, a current vitae, and some strengths you believe are relevant that the faculty member could highlight in the letter.

- Please DO communicate with faculty using only your LSU email account.
- On occasion you will have the opportunity to take courses with students from other programs. Just as professional counselors work collaboratively with colleagues from a variety of disciplines, we expect our students to display a respectful and welcoming demeanor when students from other disciplines are in our classes. Faculty members view this type of shared learning experience as beneficial for all students.

**SECTION FOUR:
PROGRAM AND UNIVERSITY RESOURCES**

Program Training Lab and Facilities

The LSU Counselor Education program has a counseling laboratory located in Peabody Hall. This laboratory is conducive to the modeling, demonstration, and training that occurs as a part of clinical instruction. The program faculty has administrative control of the laboratory facility, which allows adequate and appropriate access by LSU counseling students. The laboratory facility includes the following:

1. There are two rooms for individual counseling (counseling suite, room 120, Peabody Hall) with assured privacy and sufficient space for appropriate equipment. These rooms are equipped with video cameras and two-way mirrors for observation.
2. There is a room for small group work (120F, Peabody Hall) with assured privacy and sufficient space for appropriate equipment. It is equipped with video cameras and two-way mirrors for observation.
3. There are both portable and permanent audio and videotape recording and playback equipment available.
4. There is acoustical (i.e., sound reduction) treatment throughout the counseling laboratory.

Affirmative Action/Equal Employment Opportunity Policy Statement

LSU firmly supports the national policy of Affirmative Action/Equal Employment Opportunity as outlined in the University's Affirmative Action Plan. The University policy of Equal Opportunity will be administered without regard to race, color, religion, sex, age, national origin, physical or mental disability, marital status, veteran's status in the admissions to, participation in, and treatment or employment in the programs and activities which the university operates and sponsors. This policy also prohibits sexual harassment in accordance with federal and state laws and regulations. Additionally, the University policy allows for sick leave use for maternity reasons and treats such requests in a manner similar to leave requests for any other temporary disability.

University policy fully embraces equality of opportunity for all employees by affirming that the University will take Affirmative Action to ensure that all applicants receive fair consideration for employment and that employees are treated fairly during employment and in upgrading, demotions, transfers, promotions, recruitment, layoffs, terminations, rates of pay or other forms of compensation tenure, selection for training, and other employment practices. The Equal Opportunity Programs Office has been assigned responsibility for the continuing development, implementation, and monitoring of the Affirmative Action Program. The Equal Opportunity Programs Office is also responsible for designing and implementing audit and reporting systems that will:

1. Measure effectiveness of the University's Affirmative Action Program;
2. Provide indications of need for remedial action;
3. Determine the degree to which University goals and objectives are being attained.

Full cooperation and assistance is expected. Anyone having questions regarding the University's Affirmative Action/Equal Opportunity Policy or its implementation should discuss the matter with the Director of Equal Opportunity Programs, Room 318 Thomas Boyd Hall, or by calling the Office of Equal Opportunity Programs at 225-578-6595. Any employee or applicant for employment may review the Affirmative Action Plan Monday through Friday between 8:00a.m. and 4:30p.m.

Additional Services

Admitted graduate students have access to the following campus resources. Please visit the provided links for more information.

- **Computing Services:** https://www.lsu.edu/it_services/about_its.php
- **Libraries:** <https://www.lib.lsu.edu/about>
- **HSE Librarian, Andrea Hebert:** <https://www.lib.lsu.edu/about/staff/Andrea-Hebert>

- **Career Services:** <https://www.lsu.edu/careercenter/students>
- **Mental Health Center:** <https://www.lsu.edu/shc/mental-health/index.php>
- **Center for Academic Success:** <http://cas.lsu.edu/>
- **The Writing Center:** <https://www.lsu.edu/academicaffairs/cxc/writing.php>
- **The Office of Disability Services:** <https://www.lsu.edu/disability/index.php>
- **The International Services Office:** <http://international.lsu.edu/IS/>
- **Financial Aid and Scholarships:** <https://www.lsu.edu/financialaid/>
- **Black Graduate and Professional Student Association:**
<https://lsu.campuslabs.com/engage/organization/bqpsa>
- **LSU Cares Food Pantry:**
https://www.lsu.edu/campuslife/service/foodpantry/shop_the_lsu_food_pantry.php

Student Organizations and Professional Development Activities

Counselor Education students have the opportunity and are encouraged to participate in workshops, seminars, and other activities that contribute to personal and professional development. Students are encouraged to participate in workshops and seminars offered in the greater Baton Rouge community, as well as professional development opportunities brought to the LSU campus through the Louisiana College Counseling Association, Chi Sigma Iota, and through LSU University College. Students are also encouraged to participate in the Louisiana Counseling Association events and conferences. Students are involved in professional activities at their practicum and internship sites; these activities vary from site to site, but are documented in students' weekly practicum/internship logs.

Membership Information: Chi

Sigma Iota

Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. Chi Sigma Iota's LSU chapter, Alpha Chi, is currently active on campus; membership is available to counseling students and alumni. Dr. Laura Hensley Choate is the faculty advisor for the Alpha Chi chapter of Chi Sigma Iota; for further information, she can be reached at 225-578-1248. Local dues are \$25.00 per year for students and for professionals. National dues are \$50.00 per year for students. Monthly meetings are announced through the Chi Sigma Iota newsletter and in the Counselor Education Office at 122 Peabody Hall.

Website: www.csi-net.org/

Louisiana Counseling Association (LCA)

LCA, with a membership in excess of 1600 individuals, is comprised of professional counselors and counselors-in-training throughout the state of Louisiana. For application information, please contact the Louisiana Counseling Association by mail at 353 Leo Avenue, Shreveport, LA 71105; by phone at 1-888-522-6362; or by e-mail at [_www.lacounseling.org](mailto:info@lacounseling.org). Currently, student membership dues are \$30.00; however, students must also join at least one LCA division (\$5.00/\$6.00 per division) as part of membership. Website: www.lacounseling.org/lca/default.asp

American Counseling Association

ACA has over 50,000 counselors in its membership. Members will have access to liability insurance at no extra charge, a subscription to *Counseling Today* and *Journal of Counseling and Development*, and an opportunity to network with professional counselors nationwide. Currently, the membership rate for students is \$93.00. Website: www.counseling.org.