

**LOUISIANA STATE UNIVERSITY COUNSELOR
EDUCATION GRADUATE STUDENT HANDBOOK**

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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 (see [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 Vision

Our graduates will be national leaders for transformational social change in the areas of mental health and school counseling.

Our Mission

The LSU Counselor Education program prepares students to meet the mental health needs of diverse clients in Louisiana and nationally through a focus on evidence-based practices, advocacy and social justice, and wellness across the lifespan.

Objectives of Program

To prepare our students with experiential and didactic learning opportunities to acquire the knowledge, skills, and dispositions required of an effective professional counselor, upon completion of our program students will be prepared to:

- Practice according to the codes of ethics, legal precedents, theoretical foundations, and professional standards of the counseling profession;
- Provide counseling services and advocacy in a diverse and multicultural society;
- Work effectively with individuals, couples, families, and groups across the lifespan to improve their mental health and well-being;
- Demonstrate excellent helping, communication, conflict resolution, consultation, and other intrapersonal and interpersonal skills;
- Select and use assessment tools, research methods, and evaluations ethically to enhance counseling effectiveness.
- Demonstrate a professional counselor identity appropriate to their chosen career path.

Counselor Education Program Faculty

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 has conducted 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, Vira Franklin and James R. Eagles Endowed 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 extensively in journal articles and six books including *Promising Practices for High School Apprenticeships* published by the American School Counselor Association, *P-12 Career and College Readiness Counseling* (3rd 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 has extensive extramural funding and has served as an external consultant nationally internationally to such groups as PBS Kids (Twin Cities), Colorado Department of Education, and Education Ministry of Dubai. Dr. Curry has served as the associate editor for career and college readiness of *Professional School Counseling*, the flagship journal of the American School Counselor Association. She has also represented Louisiana at ASCA's national assembly, served as 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. 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.

Dr. Josephine Manton is a Licensed Professional Counselor Supervisor and formerly Certified School Counselor in the state of Louisiana and a National Certified Counselor. She has practiced in a variety of settings, including inpatient, community, and university facilities as well as serving as a school counselor for six years, providing academic and social-emotional support for students in grades 9-12. Currently, she established a private practice where she sees individuals, couples, and families ranging from ages 12 to 75. She also conducts group and family therapy in a residential adolescent treatment program. As a military spouse, Dr. Manton has a passion for working with veterans, service members, and their families. Professional interests include school counseling, clinical mental health counseling, counseling adolescents, family counseling, wellness-based approaches to counseling, trauma focused counseling, identity development, counseling across the lifespan, multicultural/diversity issues, counseling military service members and veterans and their families, research and professional publication, and counselor education and supervision.

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 clinics and treatment centers; 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 of this program are in high demand and are trained and gain experience in providing individual, couples, 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 psychological 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?*
School counselors are in high demand both in both the K-12 education section and in higher education. 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. However, they also are hired frequently as university advisors, career coaches, athletic support, and much more. Their broad skills are highly valued. Their skills in career development, academic success, and social emotional learning are in high demand.
- *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-credit 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 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 core courses are only offered one time per year and are developmental in scope. Your first meeting for advisement 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 the academic course work and supervised clinical experience requirements for licensure. However, there are additional post-master's requirements. Following graduation, you will need to apply for Provisional Licensure as a Provisionally Licensed Professional Counselor (PLPC) through the LPC Board of Examiners, complete a minimum of two years supervised experience, and pass a board exam before becoming fully licensed as a LPC. Information on licensure is covered in Introduction to Counseling Services (ELRC 4602) and can be found at www.lpcboard.org.
- *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. This on-site training generally occurs during business hours when clinical and school sites are open. 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 over two semesters. Each internship semester requires 300 onsite hours (of which 120 are direct) which is about 20 hours per week at the site. 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 taken in both fall and spring. Generally, internships occur during day time business

hours when clinical and school sites are open.

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 clinical mental health 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). Most students find it necessary to adjust their outside 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 may be available through the Graduate School or other departments at LSU. Grants, loans, and other sources of assistance are available through the LSU 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 (Alpha Chi 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 elsewhere 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, and graduate/employer surveys are available through our program evaluation document on our website. This document is published annually.

- *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 of the program. This is a 160-question multiple choice exam that assesses the student's knowledge of core areas of counseling. Your internship instructor will review 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 for master's comprehensive exams. Your internship instructor will announce specific timelines for all paperwork and testing.

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 an approved counseling setting. Following graduation, an applicant applies for provisional licensure as a Provisionally Licensed Professional Counselor (PLPC) with the LPC Board of Examiners and selects a board-approved supervisor. Once the application, supervisor selection, and practice setting has been approved by the LPC Board, PLPCs can begin to accrue supervised hours (which may take no less than a period of two years but not more than six 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 meet with the school counseling program coordinator for further information.

Requirements for Certification as a School Counselor

Graduates who complete all the requirements of the School Counseling concentration will be eligible to take the Praxis exam in their internship semester. The course work requirements for LSU's program ensure that our school counseling track students have the academic and experiential requirements to become certified as a school counselor in the state of Louisiana. Upon graduation, graduates who have passed the Praxis certification exam may apply for an ancillary certification in school counseling in the state of Louisiana. Other states may have different certification exams and procedures.

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 Pinkie Gordon Lane Graduate School. All colleges, schools, and departments must follow these regulations to ensure the integrity and transparency of the application process and exercise fairness to all prospective students. We review applications holistically. Below, we highlight the admission requirements.

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 set by the Counselor Education program 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/>)

Once the application is complete, LSU's Graduate School will send the finalized file to LSU's Counselor Education program. The faculty will review all documents and may issue or decline an invitation for an in-person 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. 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 or universities may, in some cases, be used in a master's degree program if approved by the department chair and the Dean 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 an LSU extension or non-matriculating student may be applied toward a master's degree at LSU. Credit earned as an LSU extension or non-matriculating 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 concentrations 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 concentration or specialties in which they are qualified.

Academic Appeal Policy of the LSU Graduate School

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

Grade Appeals

The university implemented a plus/minus grading system with the 2015 fall semester. The plus/minus grading system will not be used when grades are changed for courses taken prior to the 2015 fall semester.

Appeals of final grades must be initiated by the student by requesting in writing or actually attending a meeting with the faculty member who assigned the grade at issue within 30 calendar days after the first day of classes in the next regular semester. For students in the LSU Online programs, appeals of final grades must be initiated by the student in writing with the faculty member who assigned the grade by the end of the first week of the next regular module. Once a student has graduated and their degree has been conferred, no grade corrections may be processed for any course taken prior to the degree conferral. This pertains to both student-initiated appeals and faculty-initiated requests. The procedure is as follows:

- The student and the faculty member must have a discussion and attempt to arrive at a solution. For the purposes of this policy, a “discussion” can be accomplished via a face-to-face meeting or through other forms of communication such as letters, emails, conference calls, video/web conferences, etc. Although each may have an advisor present, it is believed that under most circumstances, the meeting will be more productive if only the student and the faculty member are present. To the extent an advisor is utilized at this or any stage of the procedure, the advisor is not allowed to argue, advocate, make statements, present information, question witnesses, or raise objections on behalf of either party.

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 change in an official university record, the faculty member must comply with all university regulations and procedures necessary to accomplish the change.

If an administrative officer (department chair, dean, executive vice president and provost) is the faculty member who assigned the grade that is appealed, that officer should recuse himself or herself from the appellate process in any capacity other than as the faculty member who assigned the grade; his or her place in the procedure will be taken by a faculty member

appointed ad hoc by the executive vice president and provost or the president, as appropriate.

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.

- 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. For students in the LSU Online programs, this request must be submitted by the 15th calendar day of the next regular module (starting with the first day of class).

The department chair shall arrange a meeting within 14 calendar days from the date of receipt of the request. Meetings may be face-to-face or via video/web conference. At this meeting, both the student and the faculty member may be accompanied by an advisor. 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.

- Either the student or the faculty member may appeal the decision reached by the department chair 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 appeal must be in writing and must be submitted within 14 calendar days after notification of the department chair's decision. The appeal 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 appeal, the dean must promptly forward copies to the department chair and the other party concerned, who must promptly reply with *individual written statements* supporting their positions. Copies of the written replies must be forwarded to the appellant.

When the replies have been received from the department chair and the other party, the appellant may choose one—and only one—of the following options: (1) the dean will decide the question on the basis of the written appeal and the written replies from the other party and the department chair; (2) the dean will meet, either in person or via video/web conference, with all parties concerned, who may be accompanied by advisors if desired, and, after discussion, reach a decision. Alternatively, the student, the faculty member, or the department chair may request that the dean refer the appeal to a hearing panel for its recommendation.

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 an advisor. The hearing may be held in person or via video/web conference. 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 a reasonable time from the date of receipt of the 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 all university regulations and procedures necessary to accomplish the change.

- Any party to the appeal who believes that a *serious procedural error* occurred or that there was an *abuse of discretionary authority* in reaching the decision may file with the executive vice president and provost a written petition for review. This petition, which must be filed within seven calendar days after receipt of the decision, 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 to the student's dean.

The executive vice president and provost or the provost's designee shall decide within 30 calendar days after receipt of the petition whether further action should be taken. In reaching this decision, he or she may ask other parties to the appeal to make written replies to the request for a review, or these parties, on their own, may make written replies. If the decision is reached that a review is not justified, the student and all other parties, including the student's dean, will be so notified.

If the executive vice president and provost or his or her designee decides to respond favorably to the petition for review, he or she may hold a formal meeting with all parties and their advisors, interview any persons who may have relevant information, and/or review and consider any related records or documents.

Once a decision is reached, the executive vice president and provost will notify all parties, including the student's dean, of his or her decision. The decision of the executive vice president and provost shall conclude the matter.

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.

LSU Counselor Education Program Student Developmental Review, Remediation and Dismissal Policy

Program faculty conduct systematic, developmental 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, 2016) 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:

Assessment of Student Academic, Personal, and Professional Development

The Counselor Education faculty conducts an annual (minimum) systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. This occurs each year in January. The program leader provides the faculty with a list of each cohort's students' names, and we systematically review each student's progress based on academic performance, personal and professional behaviors in class, ability to get along with peers, timeliness and quality of work, openness to feedback and constructive criticism, as well as other aspects of their functioning as future counseling professionals. Specific students may also be reviewed during each monthly Program Meeting when concerns are raised by program faculty, adjuncts, and program partners (e.g., site supervisors). After this review, if a remediation plan is deemed necessary, the procedures for our Remediation and/or Dismissal Policy are enacted (see policy below).

In addition to the comprehensive annual review, the counselor education program faculty also assess each student's professional dispositions at regularly scheduled milestones throughout the program. At the end of each academic year, the faculty will meet, discuss, and score each student's progress based on the PDCA-R rubric found on pages 39-40 of this handbook. Once the scoring is completed by the faculty, a subgroup of faculty will meet with each student to discuss the results, provide feedback, and document the results of the meeting in writing. Throughout their program, students will meet with faculty up to three times for dispositional review. In addition, students receive summative feedback on their development of skills, professionalism, and personal development through use of the Counselor and Counseling Skills Scale (CCSS) that is administered seven times throughout the program (at the conclusion of the skills class, midterm and final of the practicum semester, and midterm and final of both internship semesters). The CCSS is included on pp. 42-55 of this handbook).

Overall evaluations of students are made according to the standards established in our annual disposition review (PCDA-R), the American Counseling Association's (ACA) Code of Ethics, the American School Counselor Association's (ASCA) Ethical Standards, the LSU Code of Student Conduct and other University or Professional Standards as outlined in the Graduate Student Handbook.

Reasons for Remediation and/or Dismissal

Academic Reasons:

The Counselor Education program follows the academic policies of the LSU Graduate School. As such, students who earn below a cumulative grade point average of 3.0 will

be placed on academic probation. If the cumulative GPA is as low as 2.75 the student can be dropped from the Graduate School without a probationary period.

As per the LSU Graduate School Catalog:

Good Standing: Graduate students are considered to be in good academic standing, (making satisfactory academic progress), if they maintain a 3.00 LSU 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 semester and/or 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 LSU cumulative average is below 3.00 will be dropped from the Graduate School. 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.

Students may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice and ASCA Ethical Standards. There is an additional Remediation Policy for students who do not successfully pass the CPCE exam in this student handbook.

Personal/Professional Reasons:

Students may be dismissed for personal or professional unsuitability for the profession. Judgments of unsuitability will be made by comparing students’ behaviors with standards established by the Counselor Education Program’s Dispositional Review (PCDA-R; see procedures for annual dispositional review at the end of each academic year) or other University or Professional Standards as outlined in the Counselor Education Program’s student handbook. Behaviors that would lead the faculty to professionally deem a student personally or professionally unsuitable for the profession might include (but are not limited to) the consistent inability to:

- Assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation.
- Recognize personal boundary issues which inhibit or prevent the student from earning appropriate professional behaviors/counseling skills.
- Work as a team member
- Participate in learning activities (both in and outside the classroom) designed to promote and improve the student's self-understanding, self-analysis skills, and interpersonal skills.

Remediation and/or Dismissal Procedures

The following guidelines describe procedures for remediation and/or dismissal from the program for other than academic reasons.

1. As a result of any evaluation of student progress in which there is a concern (e.g., the annual comprehensive student review, Dispositional Review, CCSS evaluations, or concerns discussed at monthly faculty meetings), four options are considered:
 - a. Student is identified as meeting adequate progress. If option (a) is decided upon, no action is taken other than sharing this information individually with the student (if necessary).
 - b. Student is identified as a “student of concern”. If a meeting with the advisor is decided upon, the student’s advisor will contact the student to share the faculty’s concerns. If the student makes improvements in these areas and is no longer noted as a “student of concern” in subsequent evaluations, no further action is taken. On the other hand, if concerns continue, option (c) is enacted.
 - c. Student is recommended for remediation (details to be determined by the faculty). See below.
 - d. Student is recommended for dismissal from the program. See below.

If option (c) or (d) is decided upon, a meeting will be scheduled with the student. This meeting usually includes selected faculty members and the student’s advisor. The faculty’s concerns and recommendations will be clearly explained to the student and the student will be allowed to discuss his or her thoughts, feelings, and reactions. If option (c) is decided upon, the faculty advisor will develop a plan of remediation. This plan will be specific to remediating the identified behaviors, may involve outside parties (e.g., counseling professionals), and adherence will be determined by the student’s advisor. If the student fails to adhere to the plan within a specified time period, this may result in dismissal from the program. As such, faculty will help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study.

The written remediation plan will state the exact actions the student must take for remediation. This plan will:

1. advise the student of faculty concerns
2. provide the student with an opportunity to correct these concerns, and
3. make the student aware of the consequences of not following through.
4. The plan will clearly specify what changes in behavior are expected and what time limits are operative.

5. All involved parties will sign the remediation plan and the student will be given a copy of the plan. If option (d) is decided upon or option (c) is not completed by the student, faculty members will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study. All situations involving any behavior that is in violation of the LSU Student Code of Conduct, ACA's Code of Ethics, and/or the American School Counselor Association's (ASCA) Ethical Standards will also be reported to LSU's Student Accountability office.

Student Dispositional Review
Louisiana State University Counselor Education Program
(Adopted Spring 2023)

The counselor education program faculty assesses each student's professional dispositions throughout the program. At the end of each academic year, the faculty will meet, discuss, and score each student on the PDCA-R rubric found on pages 39-40 of this handbook. Once the scoring is completed by the faculty, a subgroup of faculty will meet with each student to discuss the results. Throughout the programs, students will meet with faculty three times for dispositional review.

The Counselor Education program's dispositions are available in this handbook (pp. 36-38) and are also posted on the program's website. In addition, faculty will include the program dispositions on their course Moodle pages. Students are expected to strive to exemplify the dispositions in their interactions with peers, faculty, and clients.

Dispositional Remediation:

Students scoring less than a three in any area of the PDCA-R will need to have a remediation plan. It is important that students improve any area that does not meet expectations. Faculty will work with students to improve areas of concern.

Professional Counselor Dispositions

Louisiana State University Counselor Education Program
(Adopted Spring 2023)

Counselor professional dispositions include the attitudes, values, beliefs, and behaviors necessary for success as a professional counselor. These dispositions reflect the necessary characteristics for counselors to possess and exhibit in their work and interactions with clients, colleagues, supervisors, and the broader community. They are essential to maintaining ethical standards and promoting excellence in the field (ACA, 2014; Freeman et al., 2019; Garner et al., 2016). The ten professional counselor dispositions the LSU counselor education program instills in our students and expects our students to adhere to include: conscientiousness, coping and self-care, openness, cooperativeness, cultural sensitivity, moral reasoning, interpersonal skills, self-awareness, emotional stability, and ethical behavior. The following describes each of these dispositions and their importance in the counseling relationship.

Conscientiousness: Conscientiousness refers to a person's tendency to be organized, responsible, reliable, and diligent in carrying out tasks. It involves being self-disciplined, motivated to achieve goals, and demonstrating careful attention to detail in one's work.

Why it matters: Conscientious counselors are reliable and committed to providing quality care to their clients. They are focused on meeting their clients' needs and willing to invest the time and effort necessary to help them achieve their goals. Conscientious counselors take pride in their work and are willing to go above and beyond to ensure their clients receive the best possible care.

Coping and Self-Care: Coping refers to the various strategies and techniques individuals use to deal with and manage stress, difficult emotions, and challenging situations. Self-care refers to the deliberate and intentional actions that individuals take to care for their physical, emotional, and mental well-being. Self-care is essential for maintaining one's overall health and well-being and can also help individuals to better manage stress and cope with challenging situations.

Why it matters: Counselors, like anyone else, are susceptible to stress, burnout, and compassion fatigue, which can negatively impact their ability to provide quality care to their clients. Therefore, it is essential for counselors to engage in effective coping strategies and self-care practices to maintain their own mental and emotional well-being.

Openness: Openness is a general willingness to experience new things, explore new ideas, and entertain novel perspectives. People who are open tend to be curious and imaginative. They enjoy intellectual stimulation and are often receptive to alternative ways of thinking and unconventional approaches to problem-solving.

Why it matters: Counselor openness refers to a counselor's ability and willingness to be open-minded, non-judgmental, and accepting of clients and their experiences. Counselor openness is a crucial component of effective counseling as it creates a safe and supportive environment for clients to explore their thoughts, feelings, and behaviors.

Cooperativeness Refers to the degree to which a person is willing to work with others to achieve common goals and be helpful, supportive, and accommodating in social interactions. It involves

being considerate of other people's needs, perspectives, and feelings and being able to compromise and negotiate to reach mutually beneficial outcomes.

Why it matters: A cooperative counselor is empathetic, flexible, and responsive to the needs of their clients. They work collaboratively with clients and other professionals to create a safe and supportive environment where clients feel comfortable sharing their concerns and working towards their goals.

Cultural Sensitivity: Cultural sensitivity refers to an individual's awareness and understanding of the customs, beliefs, values, and behaviors of people from different cultures. It involves recognizing and respecting the differences in language, traditions, and social norms of different cultural groups. This includes awareness of potential cultural biases or stereotypes and avoiding behaviors that may offend or harm individuals from different cultural groups.

Why it matters: Culturally sensitive counselors understand, respect, and appreciate the cultural differences and diversity of their clients. Culturally sensitive counselors respect their clients' unique cultural backgrounds, beliefs, values, and customs and how these factors may influence their worldviews, behaviors, and mental health.

Moral Reasoning: Moral reasoning refers to the cognitive process of decision-making about what is right and wrong, good and bad, or just and unjust, based on moral principles or values. It involves the application of moral reasoning to specific situations, often regarding moral dilemmas, to determine the most ethical course of action. Moral reasoning is a critical component of ethical decision-making.

Why it matters: Counselors must make ethical decisions and judgments in their practice. The foundation of counselor moral reasoning is based on our professional codes of ethics, developed by the American Counseling Association (2014), which offers guidance on issues such as confidentiality, informed consent, and boundaries.

Interpersonal Skills: An interpersonal skills disposition refers to a person's natural tendency or inclination to communicate, interact, and build positive relationships effectively. It encompasses a range of social and emotional competencies, such as active listening, empathy, conflict resolution, adaptability, and teamwork. Developing an interpersonal skills disposition can be an ongoing process that involves self-awareness, practice, and feedback.

Why it matters: Counselors' interpersonal skills impact their ability to effectively interact with clients and establish a therapeutic relationship.

Self-awareness: Self-awareness disposition refers to an individual's ability to reflect introspectively on their own thoughts, emotions, and behaviors. It involves an ongoing process of self-examination, where individuals actively seek to understand their strengths, weaknesses, values, beliefs, and motivations. Individuals with a high self-awareness disposition are typically more introspective, reflective, and mindful of their own experiences. They can accurately recognize their emotions, understand their triggers, and manage their responses accordingly.

Why it matters: When counselors are self-aware, they are better equipped to recognize and manage their emotional reactions to clients, identify and address their biases, and establish more meaningful and authentic connections with clients. This, in turn, can lead to better client outcomes and a more fulfilling and rewarding experience for the counselor.

Emotional Stability: Emotional stability is an individual's ability to manage and regulate their emotions in response to external and internal stressors. It involves maintaining a sense of emotional balance and composure despite life's challenges, setbacks, and difficulties. People with high emotional stability generally bounce back quickly from negative experiences, adapt to change, and maintain a positive outlook on life.

Why it matters: Emotional stability is crucial for counselors to manage their emotions and maintain a sense of balance and calmness when working with clients in stressful or challenging situations. Emotional stability allows counselors to be present and attentive to their clients' needs without being distracted by their own emotional reactions.

Ethical Behavior: Ethical behavior, as a professional disposition, refers to the practice of adhering to moral principles and standards in one's professional conduct. Ethical behavior involves doing what is right and just in one's professional interactions, even when it may not be the easiest or most convenient option. It involves demonstrating honesty, integrity, and responsibility.

Why it matters: ethical behavior is essential for counselors because it helps maintain trust in the therapeutic relationship, protects clients from harm, upholds professional standards, promotes accountability, and ensures competence.

References

- American Counseling Association. (2014). *ACA code of ethics*.
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Professional Dispositions Competency Assessment—Revised (PDCA-R) (Non-Admissions Form)

Student's Name: _____ First Year: _____ Second Year: _____ Third Year: _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	

Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg's universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	
Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
TOTAL SCORE:				
DISPOSITION QUOTIENT (TOTAL SCORE /10)				

Student's Strengths:

Area(s) of Growth:

Faculty Signatures:

X

Imre Csaszar

X

Jennifer Curry

.....

X

Gary Gintner

X

Josephine Manton

.....

Date of Disposition Meeting: _____

Student's Signature: _____

The Counseling and Counselor Skills Scale (CCSS)

The Counseling and Counselor Skills Scale (CCSS) is the evaluation tool the LSU Counselor Education uses to assess counselor development and counseling skills across a variety of domains, including the use of skills to build a therapeutic relationship; to encourage client exploration; to deepen a session so the client processes at the level of feelings and meaning; and to encourage change. The scale also assesses the development of professionalism and personal qualities such as maturity and integrity. The CCSS is completed for each student at seven (7) points throughout the program beginning in the fall of the 2nd year: (1) at the completion of the Counseling Skills course, (2) midterm of the practicum semester by the University and Site Supervisors, (3) final of the practicum semester by the University and Site Supervisors, (4) midterm of fall internship by the University and Site Supervisors, (5) final of fall internship by the University and Site Supervisors, (6) midterm of spring internship by the University and Site Supervisors, and (7) final of spring internship by the University and Site Supervisors.

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.

Supervisors please note: Any student skill receiving a score of 1, 2, 6, or 7 will need an accompanying rationale written.

1= The student is not effective and has not demonstrated the skill at all or has demonstrated detriment in this area. This area is of great concern and the student needs immediate remediation. **Note:** *This score must be accompanied with a rationale.*

2= The student has rarely demonstrated the skill. The student is developmentally below target and will need remediation to meet skill acquisition in this area. **Note:** *This score must be accompanied with a rationale.*

3= The student has begun to demonstrate the skill effectively. The skill has not been demonstrated with consistency yet. However, the student should be able to master this skill in time.

4= The student is on target with regard to this skill. The student effectively and consistently demonstrates the skill.

5= The student demonstrates the skill effectively and consistently with accuracy. The student has mastered this skill for a person at their level of development.

6= The student demonstrates this skill effectively, consistently, and with accuracy beyond a person of their developmental training stage. **Note:** *This score must be accompanied with a rationale.*

7= The student demonstrates the skill at the level of a more advanced trainee. **Note:** *This score must be accompanied with a rationale.*

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. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

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. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

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. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

4. ____ **Vocal Tone** – Uses vocal tones that match the sense of the session and session goals. Communicates caring and connection with the client. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

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. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

6. ____ **Requesting Concrete and Specific Examples** – Asks for concrete and specific instances when client provides vague generalities. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

7. ____ **Paraphrasing** - Engages in brief, accurate, and clear rephrasing of what the client has expressed. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

8. ____ **Summarizing** – Makes statements at key moments in the session that capture the overall sense of what the client has been expressing. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

IV. DEEPENS THE SESSION

9. ____ **Reflecting Feeling & Content** – States succinctly the feeling and content of the problem faced by the client (“You feel ____ when ____.”) **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

10. ____ **Using Immediacy** – Recognizes here-and-now feelings, expressed verbally or nonverbally, by the client or the counselor. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

11. ____ **Observing Themes and Patterns** – Identifies more overarching patterns of acting, thinking, or behaving in problem situations. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

12. ____ **Confronting/Pointing out Discrepancies** – Express observation of discrepancies. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

13. ____ **Reflecting Meaning and Values** – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

14. ____ **Self-Disclosure** – Skillfully self-discloses when appropriate. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

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. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

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...” **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

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. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

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. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

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 **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

20. ____ **Case conceptualization and subsequent treatment planning** are consistently guided by theory **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

VII. PROFESSIONAL RESPONSIBILITY

21. ____ The student relates to peers, professors, and others in a manner consistent with stated professional standards. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

22. ____ The student attends staff meetings regularly and makes appropriate contributions. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

23. ____ The student maintains professionally prepared progress notes for each client. **Note: *Please write a rationale for scores of 1, 2, 6, or 7.***

24. ____ The student keeps supervision appointments and participates actively and willingly
Note: Please write a rationale for scores of 1, 2, 6, or 7.

VIII. COMPETENCE

25. ____ The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

26. ____ 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). **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

IX. MATURITY

27. ____ The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

28. ____ The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

29. ____ The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

X. INTEGRITY

30. ____ The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

31. ____ 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. **Note: Please write a rationale for scores of 1, 2, 6, or 7.**

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:

X

Supervisor Signature

**SECTION THREE: PROGRAM ADVISEMENT,
REQUIREMENTS, AND CURRICULUM**



School of Education

Planned Program of Study Master of Education 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.

Fall (1st Year)

___ ELRC 4360	Introduction to School Counseling (3)
___ ELRC 7331	Counseling Theory and Techniques (3)
___ ELRC 7391	Counseling Across the Lifespan (3)

Spring (1st Year)

___ ELRC 7326	K-12 Career and College Readiness (3)-even years OR
___ ELRC 4361	Counseling Children (3)-odd years
___ ELRC 7330	Group Counseling (3)
___ ELRC 7395	Family Counseling (3)

Summer (1st Year)

___	Elective (3)
-----	--------------

Fall (2nd Year)

___ ELRC 7345	Counseling Skills and Interventions (3)
___ ELRC 7393	Multicultural Counseling (3)
___ ELRC 4362	Introduction to Counseling (3)

Spring (2nd Year)

___ ELRC 7362	Practicum (6)
___ ELRC 7326	K-12 Career and College Readiness (3) even years OR
___ ELRC 4361	Counseling Children (3) odd years

Summer (2nd Year)

____ELRC 7348 Substance Use Problems (3)

Fall (3rd Year)

____ELRC 7399 School Internship (3)

____ELRC 7393 Vocational Counseling (3)

____ELRC 4249 Understanding Research (3)

Spring (3rd Year)

____ELRC 7399 School Internship (3)

____ELRC 7333 Analysis of the Individual (3)

____ Elective (3)

In addition to core courses, students will have the opportunity to choose three (3) hours of electives. Some options are listed below:

ELRC 4600 Counseling for Disabling Conditions (3)

ELRC 4603 Crisis and Trauma (Summer) (3)

ELRC 5300 Girls and Women's Issues in Counseling (3)

ELRC 7396 Grief & Bereavement Counseling

ELRC 7398 Couples Counseling & Marriage Counseling

ELRC 7600 Issues of Race and Gender in Higher Education

POLI 4027 Politics of Sexual Diversity OR SW 7406 Social work with Lesbian, Gay,
Bisexual and Transgender People

EDCI 7764 Social and Emotional Development of the Gifted

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.



School of Education

Planned Program of Study

Master of Education 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.

Course Requirements

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

Fall (1st Year)

- ___ ELRC 4602 Introduction to Counseling Services (3)
- ___ ELRC 7331 Counseling Theory and Techniques (3)
- ___ ELRC 7391 Counseling Across the Lifespan (3)

SPRING (1st year)

- ___ ELRC 7330 Group Counseling (3)
- ___ ELRC 4600 Disabling Conditions (3)
- ___ Elective (3)

SUMMER (1st year)

- ___ Elective (3)

Fall (2nd year)

- ___ ELRC 7345 Counseling Skills and Interventions (3)
- ___ ELRC 7393 Multicultural Counseling (3)
- ___ Elective or ELRC 4249 Research (3)

Spring (2nd year)

- ___ ELRC 7364 Practicum in CMHC (6)
- ___ ELRC 7395 Family Counseling (3)

Summer (2nd year)

- ___ ELRC 7348 Substance Use Problems (3)

Fall (3rd year)

- ___ ELRC 7399 Internship CMHC (3)
- ___ ELRC 7393 Vocational Counseling (3)
- ___ ELRC 4249 Understanding Research (3) or Elective (3)

Spring (3rd year)

- ___ ELRC 7399 Internship CMHC (3)
- ___ ELRC 7333 Analysis of the Individual (3)
- ___ Elective (3)

In addition to core courses, students will have the opportunity to choose twelve (12) hours of electives from the cognate areas below:

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)
- 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

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.

Practicum and Internship

Practicum

Practicum is a supervised clinical field experience in which students work directly with clients in a clinical 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 accrue 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). 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. Faculty will then meet to discuss student placements 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, they will receive a Site Supervisor Handbook via e-mail so that expectations are clear. Site Supervisors, University Supervisors, and Practicum students will sign a Practicum Supervision Contract before the practicum starts. 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 as per state policy may not meet with clients until after the start of the first day of classes during the spring semester. Students are required to purchase liability insurance for the practicum experience.

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). Faculty will work with students to secure an Internship placement. Once the site supervisor agrees to accept a student for internship, he or she will receive a Site Supervisor Handbook via e-mail so that expectations are clear. Site Supervisors, University Supervisors, and Interns will sign an Internship Supervision Contract before the internship starts. 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 reflecting a professional counselor's work experiences and responsibilities. Students are placed at approved school or clinical mental health 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). Most students find it necessary to adjust their outside work schedules to accommodate their daytime clinical field experiences.

Comprehensive Examination

As part of the Counselor Education master's degree requirements, students must successfully complete a Comprehensive Exam prior to graduation. The comprehensive exam used for our program is the [Counselor Preparation Comprehensive Examination \(CPCE\)](#). This is an exam developed by the National Board of Certified Counselors Center for Credentialing and Education and enables student scores to be objectively measured against national datasets. The exam contains 160 multiple choice exam questions to assess the student's knowledge of the 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 view the [CPCE website](#) for a user handbook and information about exam preparation. Students will also receive information about the exam during internship semesters.

CPCE Passage and Remediation Policy

The LSU Counselor Education policy is that any student who earns a score less than one standard deviation below the national mean must take a written essay retake exam. National mean scores vary from semester to semester and so there is no predetermined passing score; after the exam, students are provided with their scores in each content area as compared with national content-area means and with the overall national mean.

All students who score less than one standard deviation below the national mean will be required to do an essay retake exam focused on the content areas in which they had the lowest scores (e.g., usually scores of 7 or less in any given content area). Students will be asked to take a scheduled, in-person, no-notes exam comprised of essay questions written by the instructor of the content area course (e.g., Group Counseling, Multicultural Counseling). These essays will be graded as Pass/Fail by Counselor Education faculty members. If the student does not pass the essay exam, they will be given the option to retake the CPCE in the summer semester and to postpone graduation until summer commencement.

Independent Study Proposals

Students can apply for an Independent Study with a program faculty member and should first present the idea to their program advisor. It is strongly advised that students first search for other electives or proposal/manuscript writing courses offered within the School of Education or University that may be a more appropriate fit than conducting an independent study. 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?

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) 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.

SECTION FOUR: PROGRAM AND UNIVERSITY RESOURCES

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.

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:

- 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.
- 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.
- There is acoustical (i.e., sound reduction) treatment throughout the counseling laboratory.
- All sessions are recorded through the GoReact platform, an encrypted recording platform specifically designed for students to record sessions and receive feedback.

LSU Employment Opportunity Policy Statement

I. Purpose

The purpose of this policy statement is to assert Louisiana State University's (LSU) commitment to provide equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the University operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status, as well as to implement a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy.

II. Policy

Louisiana State University supports affirmative action and equal opportunity standards as set forth in the University's Affirmative Action Plan. The University's Affirmative Action Plan requires that all employees and applicants receive fair consideration for employment and that all employees are treated fairly with regard to recruitment, promotions, demotions, transfers, layoffs, furloughs, terminations, rates of pay and other forms of compensation, tenure, training, and other employment practices. This policy statement also affirms the University's policy regarding sexual harassment as outlined in the University's Policy Statements on Sexual Harassment (PS-73 and PS-95) as well as its policies and procedures related to disability as established in PS-26.

LSU complies with the provisions of Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title VII, the Age Discrimination in Employment Act (ADEA), the Americans with Disabilities Act (ADA) and applicable state law. The Associate Vice President for Human Resource Management or his/her designee (LSU Office of Human Resource Management, 110 Thomas Boyd Hall, Baton Rouge, LA 70803, 225-578-8200) is designated as the individual at LSU responsible for coordinating the University's compliance with these statutory provisions.

The University reaffirms and emphasizes its commitment to provide a workplace free from discrimination and harassment and to provide a means to address complaints of discrimination and/or harassment. LSU also reiterates its commitment and responsibility to protect its employees and students from discrimination, harassment, and retaliation for participating in the complaint process. This Policy Statement is not intended to infringe upon constitutionally guaranteed rights nor upon academic freedom. In considering allegations of discrimination and/or harassment, the University must be concerned with the rights of both the complainant and the accused.

All complaints of discrimination and/or harassment will be addressed. Substantiated cases shall result in appropriate discipline or other corrective action. The severity of the disciplinary action shall be consistent with the seriousness of the act of

discrimination and/or harassment. Additionally, under appropriate circumstances, the University may take action to protect its employees and students from harassment by individuals who are not employees of the University.

The President, Vice Presidents, Deans, Directors, Department Heads, and all other supervisory employees are responsible for assisting the University in the implementation of this policy

Anyone having questions regarding this policy or a complaint regarding a possible violation of this policy should contact the Office of Human Resource Management, 110 Thomas Boyd Hall, 225-578- 8200.

You can read the full version of LSU's Policy Statement 01 [here](#).

Faculty as Mandated Title IX Reporters

All employees, with few exceptions, are required to report instances of Sexual Misconduct. If a student discloses to faculty that they have been a victim, survivor, or witness to misconduct, or if faculty have knowledge of sexual misconduct happening to or affecting an LSU student the faculty member is obligated to report the incident to the Title IX Coordinator. All power-based violence must be reported. Any form of violence intended to control or intimidate another person by asserting power over the person is power-based violence. Any type of sexual misconduct is power-based violence. For more information, please visit the LSU Title IX website at <https://www.lsu.edu/titleix/index.php>.

Student Counseling Needs

Throughout the program students may take classes that bring up an awareness of personal needs and concerns regarding students' personal lives. Students may wish to seek counseling services to address issues from their own past. LSU Mental Health Services may provide such counseling services. Faculty cannot serve as personal counseling services for students (ACA Ethical Standard F.10.e Counseling Services). Faculty are required by ethical standards to maintain appropriate teaching boundaries and not enter dual relationships with students (i.e., serving as a counselor, listening as a friend). If a student needs to see a counselor, they can visit the LSU health services website to schedule a mental health services appointment at <https://www.lsu.edu/shc/mental-health/index.php>

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/its/index.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 Office of Global Engagement :** <http://international.lsu.edu/IS/>
- **Financial Aid and Scholarships:** <https://www.lsu.edu/financialaid/>
- **Black Graduate and Professional Student Association:**
https://twitter.com/lsu_bgpsa?lang=en
- **LSU Cares Food Pantry:**
<https://www.lsu.edu/campus-life/food-pantry/index.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 lca_austin@bellsouth.net. 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.

American School Counselor Association

The American School Counselor Association focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. Members will have access to liability insurance at no extra charge, a subscription to *The School Counselor Magazine*, the journal of *Professional School Counseling*, and an opportunity to network with school counselors nationwide. Currently, the membership rate for students is \$69.00. www.schoolcounselor.org