

LOUISIANA STATE UNIVERSITY
COUNSELOR EDUCATION
GRADUATE STUDENT HANDBOOK

Revised October 2014

Table of Contents

I. OVERVIEW OF PROGRAM 4

Overview of the Counseling Profession 5

Mission of LSU School of Education 6

Counselor Education Program Objectives and Curriculum 6

Objectives of School Counseling Program 12

Objectives of Clinical Mental Health Counseling Program 12

Counselor Education Program Faculty 13

Frequently Asked Questions 15

Licensure and Certification Information 19

II. ADMISSION AND MATRICULATION PROCESS 20

Counselor Education Procedures for Admission 21

Academic Appeal Policy. 22

Student Evaluation and Retention Policy 25

Affirmative Action/Equal Employment Opportunity Policy Statement 28

Endorsement Policy 29

III. PROGRAM REQUIREMENTS AND CURRICULUM 30

School Counseling. 31

Clinical Mental Health Counseling 35

Specialist Certificate 39

Clinical Mental Health and School Counseling Advisement and Planned Program of Study Forms 41

Supervised Counseling Practicum Application and Information 45

Supervised Counseling Internship Application and Information 48

IV. UNIVERSITY RESOURCES	51
Program Training Lab and Facilities	52
Computing Services	53
Libraries of Louisiana State University	54
Career Services	55
Mental Health Center	57
Other Offices for Student Support	58
Financial Aid	59
Student Organizations and Professional Development Activities	61

**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

Mission Statement

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

Objectives of Program

The LSU Counselor Education program objectives reflect current knowledge from lay and professional groups concerning the counseling and human development needs of a pluralistic society. Designed to produce high quality, cutting edge practitioners, program objectives reflect input from program faculty, current and former students, and personnel in cooperating agencies. Objectives are directly related to program activities, and are routinely assessed and updated. The Counselor Education graduate program, with Concentrations in School Counseling and Clinical Mental Health Counseling, is comprised of three years (eight semesters) of graduate level study; 60 semester hours are required of all students.

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

Graduates will have knowledge of:

- History and evolution of the counseling field including critical events
- Professional roles including the themes of advocacy, social justice, and interdisciplinary professional collaboration
- Professional organizations for counselors including national, regional, state, and division
- Ethical and legal standards for counseling practice
- Professional credentialing, such as certification, licensure, and accreditation procedures

Graduates will have the skills to:

- Apply ethical decision making models to counseling practice
- Advocate for clients at multi-systems levels
- Explain requirements for state licensure and national certifications including Continuing Education Units (CEUs)
- Utilize technology competently
- Maintain personal holistic wellness as it pertains to professional and personal development

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

Graduates will have knowledge of:

- The cultural context of factors such as ethnicity, race, nationality, age gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and the unique characteristics of individuals, couples, families, ethnic groups and communities
- Personal attitudes, values, expectancies, and acculturative experiences as they relate to views of self and other diverse groups
- Individual, group, family and community strategies for working with diverse populations.
- Counselors' roles in social justice, advocacy and conflict resolution as well as the nature of and processes in biases, oppression, discrimination and other culturally supported behaviors that are detrimental to human growth and development.

Graduates will be able to:

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

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

Graduates will have knowledge of:

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

Graduates will have skills to:

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

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

Graduates will have knowledge of:

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

Graduates will have the skills to:

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

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

Graduates will have knowledge of:

- Counselor characteristics and behaviors that influence helping processes
- Theories to conceptualize client concerns and that provide a model for selecting appropriate interventions
- Models of consultation

- Ethical and legal considerations related to helping relationships, including the importance of counselor self-awareness in developing and maintaining relationships

Graduates will have the interviewing and counseling skills to:

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

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

Graduates will have knowledge of:

- Group dynamics, group processes, and group developmental stages
- Theories of group counseling
- Leadership styles and professional preparation standards for group leadership
- Task groups, psychoeducational groups, therapy groups, and other types of group work
- Ethical and legal considerations related to group counseling.

Graduates will have the skills to:

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

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

Graduates will have knowledge of:

- Historical perspectives on assessment
- Basic concepts of standardized and nonstandardized testing
- Statistical concepts, reliability, and validity
- Cultural factors related to assessment/evaluation

- Disorders and conditions in the current diagnostic and statistical manual of mental disorders, issues in diagnostic assessment and methods of case conceptualization and treatment planning.
- Ethical and legal considerations related to assessment/evaluation

Graduates will have the skills to:

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

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

Graduates will have knowledge of:

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

Graduates will have skills to:

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

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

Graduates will have knowledge of:

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

Graduates will have the skills to:

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

Objectives of the School Counseling Program

Master of Education in Counseling with a Concentration in School Counseling

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

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

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

Objectives of the Clinical Mental Health Counseling Program

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

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

- Facilitate human development and adjustment throughout the life span
- Prevent, diagnose, and treat mental, emotional, or behavioral disorders and associated distresses which interfere with mental health
- Conduct assessments and diagnoses for the purpose of establishing treatment goals and objectives

- Plan, implement, and evaluate treatment plans using counseling treatment interventions and practices consistent with the ethical and professional standards of the counseling profession.

The LSU Clinical Mental Health Counseling program is 60 hours and is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meets the educational requirements to become a Licensed Professional Counselor in the state of Louisiana. **Note: the program is accredited by CACREP as a Community Counseling program but is currently in the process of applying for CACREP accreditation under the Clinical Mental Health Counseling specialization.*

Counselor Education Program Faculty

Dr. Gary G. Gintner, an Associate Professor and Program Leader of Counselor Education, has been with the counseling unit since August, 1984. His areas of specialization are diagnostic and treatment guidelines for DSM-5 disorders, substance abuse counseling, positive mental health, and treatment planning. His research has focused on differential diagnosis, treatment planning guidelines, motivational strategies with substance abusers, and the incorporation of positive mental health into standard care. He is a nationally recognized workshop presenter on topics such as the DSM-5 and best practices in counseling. Dr. Gintner was the 2007-2008 President of the American Mental Health Counselors Association, the largest national association for mental health counselors. He is a Fellow of the American Counseling Association. He is a Licensed Professional Counselor and a Board Approved Supervisor of Counselor Interns. His thirty years of clinical experience includes work in outpatient mental health, inpatient psychiatric care, chemical dependency, and employee assistance counseling. He teaches Theories of Counseling, Counseling for Disabling Conditions, Counseling Children, Internship, and various electives. Dr. Gintner can be contacted at 225-578-2197 or by email (gintner@lsu.edu).

Dr. Laura Hensley Choate, an Associate Professor of Counselor Education, has been with the counselor education program since 1999. She is the coordinator of the Clinical Mental Health Counseling program. Her research interests include counseling issues and interventions for girls and women, including body image concerns in adolescents and college women. She is the author of a three books, *Girls' and Women's Wellness: Contemporary Counseling Issues and Interventions (2008)*, *Eating Disorders and Obesity: A Counselor's Guide to Prevention and Treatment*, 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 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*. She regularly conducts workshops for local schools and agencies regarding rape prevention and promoting positive body image and currently serves on the board of the Louisiana Licensed Professional Counselors Board of Examiners. Dr. Choate teaches Introduction to Counseling Services, Counseling Skills and Interventions, Analysis of the Individual, Girls and Women's Issues in Counseling, and Practicum. Dr. Choate can be contacted at (225) 578-2197 or by email (lchoate@lsu.edu).

Dr. Jennifer Curry is an Associate Professor of counselor education and the coordinator of the school counseling program. She came to LSU in 2007 after receiving her doctorate from University of Central Florida in counselor education. She received her Masters from Vanderbilt University and Bachelors degree from Western Kentucky University. Dr. Curry's research focuses on school counselor development particularly in the areas of

induction and career and college readiness. She is the author of two books, *P-12 Career Counseling in Schools* published by Springer (2013) and *Integrating Play Therapy Techniques in Comprehensive School Counseling Programs* (Information Age Publishers, 2013). She has served in numerous leadership positions including treasurer (2007-2010) and president (2010-2011) of the national Association for Spiritual, Ethical, and Religious Values in Counseling, Post_Secondary Vice President (2009-2012) and President (2013-2014) of Louisiana School Counselor Association. Dr. Curry is the recipient of numerous awards including the American Counseling Association's Ross Trust Award for School Counseling, The Roger Aubrey Northstar Award for the counselor most likely to change the profession, Louisiana Counseling Association's Advocacy Award, Louisiana State University's College of Education Early Career Award and ASERVIC's national Meritorious Service Award. In addition she has published 40 peer reviewed articles and has presented at over 50 national and international conferences. She teaches Introduction to School Counseling, Special Topics in School Counseling, Practicum and Internship in School Counseling, and Counseling Across the Lifespan. Dr. Curry can be contacted at (225) 578-1437 or by email (jcurry@lsu.edu).

FREQUENTLY ASKED QUESTIONS

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

- ◆ *What is the office phone number? Hours?*

The office phone number is 225-578-2197. Office hours are 10:00 to 4:30 Monday through Friday. Professors' office hours are posted on their doors, but it is best to call for an appointment to meet with professors or your faculty advisor.

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

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

- ◆ *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. One area of emphasis in the counseling curriculum is the development of clinical counseling skills; whereas an emphasis in social work is on enhancing and coordinating community services to meet individual or family needs. Psychology focuses primarily on abnormality, illness, or disease. Graduates of all three programs often seek the same kinds of employment positions.

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

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

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

Most students finish within two to three years. You must revalidate courses that are more than five years old.

- ◆ *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.

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

Yes, because courses are only offered one time per year. Your first meeting with your faculty advisor will include an overview of the program and suggestions on how to sequence your courses. It is important to consult with your faculty advisor periodically to remain up to date on changes regarding course offerings and departmental and university policies.

- ◆ *How can I specialize in a particular area of counseling?*

There are four elective cognates that are offered: Licensed Professional Counselor (LPC; for School Counseling students; Clinical Mental Health Counseling students automatically meet the academic requirements for licensure by nature of their required coursework), Special Populations (School or Clinical Mental Health Counseling students), Applied Behavioral Analysis (School or Clinical Mental Health Counseling students), and Child and Adolescent Counseling (Clinical Mental Health Counseling students). You may also focus classroom assignments (readings, papers, field experiences) in a special area of interest. Another option is the post master's Specialist Certificate, which is a planned program (12 hours beyond your Master's hours) in which you take additional coursework in your area of counseling interest. We also offer special topics courses such as Girls' and Women's Issues.

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

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

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

No, though some students choose to do an independent study, which might involve research in a particular area of interest. These are arranged on an

individual basis with a professor and are neither required nor always available to all graduate students.

- ◆ *What is a Practicum? An Internship?*

A practicum is a supervised clinical field experience in which you work directly with clients in an agency or school setting. Practicum is only offered in the Fall and is usually scheduled in your third year and typically requires about 10 hours per week on-site. Practicum sites must be approved by your faculty advisor. During practicum, you must complete a minimum of 40 direct client contact hours. You will receive supervision from your faculty supervisor, on-site supervision, and will attend a Practicum class (ELRC 7362 or 7364) once a week for additional supervision. The focus of this class is on the development of counseling skills.

Internship is an additional clinical field experience and is usually taken the last Spring semester of your program. Internship is a full time clinical experience, requiring a total of 600 hours on-site, of which 240 must be direct client contact hours. Again, you will receive on-site supervision and will attend an Internship class (ELRC 7399) once a week for additional supervision. A full time internship is a 6 credit-hour class.

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

- ◆ *What kind of financial aid is available?*

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

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

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

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

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

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

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

Requirements to Become a Licensed Professional Counselor (LPC)

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

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

Requirements for Certification as a School Counselor

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

**SECTION TWO:
ADMISSION AND MATRICULATION
PROCESS**

Counselor Education Admission Procedures

1. The Graduate School requires an undergraduate GPA of at least 3.0 along with a score of 297 on your GRE (verbal plus quantitative) for admission to the program. Applicants with lower scores may be considered but the verbal score should be 153 or higher, and the total quantitative scale score must each be 144 or higher. Provisional and probationary applications are not considered. Applications must be complete before they will be reviewed.
2. You can obtain a Graduate School Bulletin at www.gradschool.lsu.edu.
3. Most questions can be answered by reading the Graduate School Bulletin. It is your responsibility to know the graduate school rules and regulations.
4. You will need an official transcript and GRE test scores. If you have not taken the GRE within the past ten years, you will need to retake the test.
5. You can obtain GRE study resources and a free practice test at www.ets.org/gre.
6. The following programs are offered in Counselor Education: Master of Education with a concentration in Clinical Mental Health Counseling, Master of Education with a concentration in School Counseling, and a Specialist Certificate in Education.
7. Graduate Assistantship application forms are available in the Counselor Education Office. Contact Student Aid & Scholarships (225-578-3101) or the Graduate School for other financial aid possibilities.
8. Prospective students are evaluated using three criteria: academic potential, potential for professional development, and openness to personal growth and development. Please ask your references to address these issues in their letters of recommendation. You may also wish to discuss them in your professional goal statement.
9. The Program Leader for Counselor Education is Dr. Gary Gintner, who can be reached at 225-578-2199 or at gintner@lsu.edu.
10. The College of Human Sciences and Education web site is <http://chse.lsu.edu>.
11. **The admission deadline is March 15th. There is only admission for Fall semester.**

Admission Process

1. First you must apply to the Graduate School and pay the \$50 application fee. You may obtain an application by visiting the graduate school online at <http://gradlsu.gs.lsu.edu/>.
2. The Graduate School application will ask you if you are degree seeking and what your intended degree program is. There is a drop-down menu of degree programs to choose from.
 - Counseling – MEd with concentrations in School Counseling or in Clinical Mental Health Counseling
 - Education – EDS Cert (ELRC) is for a Specialist Certificate

3. Send official transcript from each university attended to the Graduate School's Office of Admissions.

LSU Office of Graduate Student Services
114 David Boyd Hall
Baton Rouge, LA 70803

4. GRE Scores are to be sent to the university. The ETS institution code for LSU Graduate School is 6373. (The GRE needs to be taken at least two weeks prior to the admission deadline in order for the university to receive your scores.
5. Your three letters may be submitted electronically through the online application.

Academic Appeal Policy

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.

Student Evaluation and Retention Policy

Student Evaluations

Due to the sensitive nature of counseling, the Counselor Education faculty believes that academic standards alone are not sufficient to insure that appropriate skills and values are present in the personal qualities of prospective degree candidates. Therefore, in addition to the academic requirements, the program faculty conducts extensive evaluations of students on a regularly scheduled basis. These evaluations serve as a summative measure of students' progress toward the value orientation, personal growth, and professional behaviors necessary to be effective counselors. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide the program faculty with information about the progress of students which will facilitate decisions being made that are in the best interest of students and the counseling profession. The program faculty is concerned about the suitability of students entering a profession with evidence of satisfactory performance in academic coursework but with weakness in required practical skill, or behaviors or value orientations that are unethical, illegal, or unprofessional.

Student review is an ongoing and continuous process. Any program faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. In addition, all students will be formally evaluated by program faculty three times: 1) after completing ELRC 7345 or the semester prior to taking the Practicum course 2) at midterm and final of the practicum course, and 3) at midterm and final of the Internship course.

Evaluation Process

The Counseling and Counselor Skills Scale (CCSS) assesses characteristics deemed necessary for the development of ethical and competent counselors. This tool will be used to evaluate these essential functions. A rating of 4 or above on each criterion is considered a minimum standard of behavior. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student.

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the

course of training (including coursework, practicum, and internships), the following actions may be taken:

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

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

Remediation Plan

A remediation plan will:

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

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

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

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

1. Continuation in the program: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.

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

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

If dismissal from the program is recommended by the faculty, a written notification will be given to the student. If dismissal is recommended, the student will be given thirty days within the regular academic year in which to: (a) prepare and present to the faculty a written response to the notification, and (b) if the student chooses, request in writing a faculty review of the termination recommendation.

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

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

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

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

Affirmative Action/Equal Employment Opportunity Policy Statement

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

The University has formally endorsed this policy through the initial development of an Affirmative Action Plan in 1973 and subsequent revisions. The University administration has directed maintenance of this plan to ensure that it is carried out in a meaningful way. It is the University's intent to maximize the effective use of human resources and, in so doing, to ensure that all persons are equally represented in the workforce based on skills and merit. It is in this spirit that we are striving to achieve at an early date the goals set forth in the Affirmative Action Plan. Execution of this policy requires vigorous efforts to identify and attract women and minority group applicants who meet the University's qualification standards and, where necessary, to maintain on file their applications in order to consider them with others as openings develop.

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

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

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

Endorsement Policy

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

**SECTION THREE:
PROGRAM CURRICULUM**

SCHOOL OF EDUCATION
LOUISIANA STATE UNIVERSITY
Master of Education in Counseling
Concentration in School Counseling

Program Purpose and Objectives

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

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

Admission Requirements

Students must submit an application to the Graduate School and meet Graduate School admission requirements. The LSU School Counseling program is a competitive program with limited enrollment.

The LSU School Counseling program is a full degree program. Students with graduate degrees in other educational areas who wish to obtain an “add-on” certificate may obtain departmental endorsement only by completing the requirements of the Educational Specialist (Ed.S.) Certificate.

Course Requirements

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

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

Required Courses: (60 hours)

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 7397 Special Topics: PK-12 Career and College Readiness (3)
- _____ ELRC 7334 Vocational Counseling (3)
- _____ Elective

Summer (1st Year)

- _____ ELRC 7333 Analysis of the Individual (3)
- _____ ELRC 7395 Family Counseling (3)

Fall (2nd Year)

- _____ ELRC 7393 Multicultural Counseling (3)
- _____ ELRC 7397 Substance Abuse (3)
- _____ ELRC 4249 Understanding and Applying Research in Education (3) (Offered Fall and Summer)

Spring (2nd Year)

- _____ ELRC 7345 Counseling Skills and Interventions (3)
- _____ ELRC 7330 Group Techniques and Dynamics (3)
- _____ Elective

Summer (2nd Year)

- _____ ELRC 4361 Counseling Children (3)
- _____ Elective

Fall (3rd Year)

- _____ ELRC 7362 Practicum in School Counseling (3)
- _____ Practicum Seminar (3)
- _____ Elective

Spring (3rd Year)

- _____ ELRC 7399 Supervised Counseling Internship (6)
- _____ Elective

In addition to core courses, students will have the opportunity to choose 9 hours of electives from four elective cognates: Licensed Professional Counselor cognate (School Counseling Concentration only), Special populations, Applied Behavior Analysis, and Child and Adolescent Counseling.

Elective Cognates:

Licensed Professional Counselor (LPC) Cognate

ELRC 4362 Introduction to Counseling
ELRC 4600 Counseling for Disabling Conditions (3)

Special Populations Cognate

ELRC 5300 Girls and Women's Issues in Counseling (3)
ELRC 7600 Issues of Race and Gender in Higher Education
POLI 4027 Politics of Sexual Diversity OR 7406 Social work with Lesbian, Gay,
Bisexual and
Transgender People
EDCI 7764 Social and Emotional Development of the Gifted
SW 7305 Grief and Bereavement

Applied Behavior Analysis (ABA) Cognate

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

Child and Adolescent Counseling Cognate

ELRC 4361 Counseling Children
ELRC 4360 Introduction to School Counseling
ELRC 7397 College and Career Readiness

Faculty Advisors:

You will be assigned a major advisor and two committee members upon admission to the program.

Comprehensive Examinations:

Degree requirements include successful completion of the Counselor Preparation Comprehensive Examination (CPCE). This is a 160 question multiple choice exam that assesses the student's knowledge of core areas of counseling. Students take the exam in their last semester of the program with permission of their faculty advisor. To be eligible

to take the comprehensive examination, students must have at least a 3.0 overall grade point average.

Professional Development:

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

SCHOOL OF EDUCATION
LOUISIANA STATE UNIVERSITY
Master of Education in Counseling
Concentration in Clinical Mental Health Counseling

Program Purpose and Objectives

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

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

Admission Requirements

Students must submit an application to the Graduate School and meet Graduate School admission requirements.

Course Requirements

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

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

Required Courses (60 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 7334 Vocational Counseling (3)
- _____ ELRC 4600 Disabling Conditions (3)
- _____ Elective

Summer (1st Year)

- _____ ELRC 7333 Analysis of the Individual (3)
- _____ ELRC 7395 Family Counseling (3)

Fall (2nd Year)

- _____ ELRC 7393 Multicultural Counseling (3)
- _____ ELRC 7397 Substance Abuse (3)
- _____ ELRC 4249 Understanding and Applying Research in Education (3) (Offered Fall, Spring, and Summer)

Spring (2nd Year)

- _____ ELRC 7345 Counseling Skills and Interventions (3)
- _____ ELRC 7330 Group Techniques and Dynamics (3)
- _____ Elective

Summer (2nd Year)

- _____ Elective
- _____ Elective

Fall (3rd Year)

- _____ ELRC 7364 Practicum in Clinical Mental Health Counseling (3)
- _____ Practicum Seminar (3)
- _____ Elective

Spring (3rd Year)

- _____ ELRC 7399 Supervised Counseling Internship (6)
- _____ Elective

In addition to core courses, students will have the opportunity to choose 12 elective hours from three elective cognates: Special populations, Applied Behavior Analysis, and Child and Adolescent Counseling.

Elective Cognates:

Special Populations Cognate

ELRC 5300 Girls and Women's Issues in Counseling (3)
ELRC 7600 Issues of Race and Gender in Higher Education
POLI 4027 Politics of Sexual Diversity OR 7406 Social work with Lesbian, Gay,
Bisexual and Transgender People
EDCI 7764 Social and Emotional Development of the Gifted
SW 7305 Grief and Bereavement

Applied Behavior Analysis (ABA) Cognate

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

Child and Adolescent Counseling Cognate

ELRC 4361 Counseling Children
ELRC 4360 Introduction to School Counseling
ELRC 7397 College and Career Readiness

Faculty Advisors

You will be assigned a major advisor and two committee members upon admission to the program.

Comprehensive Examinations

Degree requirements include successful completion of the Counselor Preparation Comprehensive Examination (CPCE). This is a 160 question multiple choice exam that assesses the student's knowledge of core areas of counseling. Students take the exam in their last semester of the program with permission of their faculty advisor. To be eligible to take the comprehensive examination, students must have at least a 3.0 overall grade point average.

Professional Development

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

SCHOOL OF EDUCATION
SPECIALIST CERTIFICATE IN EDUCATION
With a Specialization in Counseling

Program Description

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

Admission Requirements:

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

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

An admission application can be obtained from the Graduate School, 114 David Boyd Hall, Baton Rouge, LA 70803; phone: 225-578-2311; web address: <https://app.applyyourself.com/?id=gradlsu>.

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.

LOUISIANA STATE UNIVERSITY
SCHOOL OF EDUCATION
GRADUATE STUDIES
122 PEABODY HALL
225-578-2197

ADVISEMENT FORM – School Counseling

TO: _____
Major Professor/Advisor's Name

REGARDING: ASSIGNMENT OF ADVISEE

_____ has entered the Graduate School in the School of Education and wishes to work towards the M.Ed. or Ed.S. (circle one) in _____.

If you accept the student as an advisee, he/she should secure your approval for a program of study and arrange for future appointments regarding registration and other requirements. An outline of the student's program is to be completed and submitted to this office by the student.

Conditions _____ (if any): _____

TO: OFFICE OF THE GRADUATE COORDINATOR
REGARDING: ACCEPTANCE OF ADVISEE

_____ has reported to me and discussed plans for graduate work leading to the M.Ed. with a Concentration in School Counseling or an Ed.S certificate.

_____ I am willing to accept the student and will act as his/her advisor.

_____ I feel that the student should not work toward a degree in my area.

_____ Other _____

Date

Advisor

LOUISIANA STATE UNIVERSITY
SCHOOL OF EDUCATION
GRADUATE STUDIES
122 PEABODY HALL
225-578-2197

ADVISEMENT FORM – Clinical Mental Health Counseling

TO: _____
Major Professor/Advisor's Name

REGARDING: ASSIGNMENT OF ADVISEE

_____ has entered the Graduate School in the School of Education and wishes to work towards the M.Ed. or Ed.S. (circle one) in _____.

If you accept the student as an advisee, he/she should secure your approval for a program of study and arrange for future appointments regarding registration and other requirements. An outline of the student's program is to be completed and submitted to this office by the student.

Conditions(if any): _____

TO: OFFICE OF THE GRADUATE COORDINATOR
REGARDING: ACCEPTANCE OF ADVISEE

_____ has reported to me and discussed plans for graduate work leading to the M.Ed. with a specialization in Clinical Mental Health Counseling or an Ed.S certificate.

_____ I am willing to accept the student and will act as his/her advisor.

_____ I feel that the student should not work toward a degree in my area.

_____ Other: _____

Date

Advisor

**SECTION FOUR:
PROGRAM AND UNIVERSITY RESOURCES**

Program Training Lab and Facilities

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

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

Computing Services

Information Technology Support (ITS) provides assistance to clients of Computing Facilities and extends the applications of computer and telecommunication technology to new users on campus. ITS maintains the Help Desk, which provides assistance with a variety of technology and connectivity issues. It also offers specialized consulting services, including advice on hardware and software options, technology standards, and campus-wide license agreements. The staff performs standardized hardware and software installations, conducts formal training classes, and provides access to training materials.

In addition, ITS manages the central UNIX servers that provide access to research, the library, the Internet, e-mail, news, and other software services for faculty, staff, and students, as well as Local Area Network servers that provide office applications for academic and administrative departments.

There is a computer lab available in 113 Peabody Hall (225-578-3363), where both IBM personal computers and Macintosh computers are available to counseling graduate students. Word processing, graphics packages, PAWS, and Internet connection through Netscape are accessible in this lab. Additional computer labs are located in Patrick F. Taylor Hall and in Middleton Library.

Website: http://uiswcmweb.prod.lsu.edu/ITS_Services/

Libraries of Louisiana State University

LSU Libraries offer students and faculty strong support for instruction and research through collections containing more than 3 million volumes, microfilm holdings of more than 5 million, and a manuscript collection of more than 12 million items. A campus-wide computer network allows access to the library catalog (LOLA) from residence halls, classrooms, and laboratories. LSU is part of the Louisiana Online University Information System (LOUIS) through which the library catalogs of many of the universities in the state are accessible online from the same terminals through which patrons access LOLA. Periodical databases and full text can also be retrieved through the network.

The LSU Libraries include:

Troy H. Middleton Library.....	Main Library
Hill Memorial Library.....	Special Collections
Law Library.....	Law School
Veterinary Medicine Library.....	Veterinary Medicine Building

To obtain information regarding Middleton Library, including current operating hours, you may call (225) 578-5652.

Website: <http://www.lib.lsu.edu/>

Career Services

The Olinde Career Center assists students in making career choices, developing career plans, and exploring job opportunities. Career assessment instruments, individual counseling, and career days are provided to help students make career decisions. Continuing students are further assisted in gaining valuable work experience through programs such as cooperative education, part-time and summer job location, and internships. The center disseminates information concerning job search preparation and available job listings and also handles arrangements when employers visit the campus to interview students. Currently located in 158 LSU Student Union. You may reach the Career Center at 225.578.2162 or at <http://careercenter.lsu.edu/>

Career Expo

Over 200 employers each semester use these events to showcase their organizations and to pre-select those students that they will interview later in the semester. Some employers even use the Career Day contacts for offering second interviews. Graduating students should definitely attend both Career Days to introduce themselves to employers. A handout at the door will assist with which employers to contact.

Interview Practice

The LSU Olinde Career Center offers an opportunity to practice your interview skills in "mock interviews" with one of our LSU Olinde Career Center team members. Call LSU Olinde Career Center at 225-578-2162 or stop by B-4 Coates Hall to schedule a mock interview.

Campus Interviews-Regular Program

Annually, over 500 employers interview on campus throughout the fall and spring semesters. There are no summer interviews. Most of the employers are larger companies that seek candidates for excellent job opportunities. Many of these employers consider only candidates from their campus interviews, not write-in candidates. Therefore, graduating students are strongly encouraged to interview during the regular program.

Teacher Interview Day

School system representatives from all over the state and from other states interview applicants for various school positions including school counseling.

Campus Interviews-One-Day Programs

Over 400 employers interview yearly at the one-day interview programs. These are held for various majors to encourage the employers to come as a group. The programs are: Construction, Design, Human Services and Government, Customer Service, and Mass

Communication. Registration is required, and special registration/ information sessions will be held for each program.

Full-time Job Vacancies

Over 10,000 job vacancies are received annually by Career Services. Most of these are from employers who do not come to campus. Join Careers2Geaux for current job listings <http://students.lsu.edu/careercenter/careers2geaux-students>.

Referrals

Some employers want referrals of resumes after posting a job. Career Services sends the resumes to potential employers after matching the jobs and students' interests/qualifications. Registration is necessary.

Career Information Center

A mini career library which contains job search books, videotapes, CD's, address books, employer information, brochures, handouts, and other assorted materials is located at B-1 Coates Hall.

Mental Health Center

Appointments

Most sessions are offered by appointment, but staff is available during office hours to see students in crisis who do not have an appointment. Call 225-578-8774 to make an appointment.

Psychotherapy

The Mental Health Service is staffed by licensed mental health professionals (3 social workers, 3 psychologists, and a part-time psychiatrist) and approximately 10 part-time graduate interns in training. The professional staff also works closely with Student Health Center physicians and educators to provide integrated services to meet the emotional, physical, and educational needs of students. Psychotherapy is available for: individual students, couples, or groups of students who share special needs. A session consists of communication between therapist and student(s) to explore and resolve problems or issues of concern.

Mental Health Problems

Therapy and crisis intervention are provided for problems that may interfere with academic functioning and progress including:

- ◆ depression
- ◆ anxiety
- ◆ stress
- ◆ relationships
- ◆ eating disorders
- ◆ alcohol/drug abuse
- ◆ survival of abuse
- ◆ family issues
- ◆ adjustment to college
- ◆ self-esteem
- ◆ stage of life issues

In addition to services offered on weekdays between 8 a.m. and 5 p.m. at the Student Health Center, "*The Phone*" (225) 924-3900, a local 24-hour confidential counseling service, provides crisis counseling information and a referral service.

Website: <http://www.shc.lsu.edu/>

Other Offices for Student Support

The Center for Academic Success

This program provides a wide variety of services to assist graduate and undergraduate students in increasing their learning potential. Housed in the center are audio and video tapes, computer-assisted instruction guides, and resource materials to assist independent academic learning. Website: <http://cas.lsu.edu/>

The Writing Center

Another campus tutoring program, this program provides a variety of workshops and seminars that offer students assistance with all aspects of written communication. Website: <http://sites01.lsu.edu/wp/cxc/writing/>

The Office of Disability Services

In accordance with federal laws and PS-26, this office ensures equal opportunity for all qualified students with disabilities in the programs and services operated by the University. The individual student's disability-based need is the primary factor in establishing accommodations and support services. Examples of accommodations that a faculty member might be asked to provide are extended time on in-class assignments and examinations, alternative test formats and procedures, and permission for a student to tape record class lectures. The staff assists faculty with requested accommodations and also serves as a resource for faculty seeking additional information on working with disabled students. Website: <http://disability.lsu.edu/>

The International Services Office

This office, which is housed in Johnston Hall, processes non-immigrant visas and employment-based permanent resident applications for the LSU international faculty, staff, and students. It also assists campus departments in submitting forms to the Immigration and Naturalization Service and the Department of Labor. Staff immigration specialists advise international faculty and staff concerning INS-related matters, such as travel outside the United States. Website: <http://international.lsu.edu/IS/>

Financial Aid

The University offers financial assistance to graduate students through a variety of programs including fellowships, assistantships, internships, work-study programs, student jobs, and loans. Since these programs are administered by separate offices, a student interested in applying should contact the appropriate office for more detailed information.

The Graduate School offers a number of fellowships and scholarships to exceptional students; superior students can expect to receive some financial aid during the course of their graduate careers. In some cases, recipients are required to have completed a minimum amount of graduate work prior to receiving an award. All such assistance is awarded on the basis of the individual's academic achievements. Interested students should contact the chair of the department in which they plan to study.

Graduate School Scholars

Superior graduate students awarded departmental assistantships and fellowships may be designated Graduate School Scholars on departmental nomination to the Graduate School and selection by a faculty committee approved by the Graduate Dean. Students selected for these awards receive a monetary enhancement to their departmental assistantships/fellowships. Nominations will be considered on a rolling basis, but applications received to date will be forwarded to the selection committee on the 15th of each month from January through April. Applications are available online:

Graduate School Tuition Awards

The graduate dean can award up to 200 tuition exemptions to graduate students from underrepresented groups. The tuition awards provide an exemption from either or both the resident and nonresident fee. Preference will be given to students from Latin American countries and to African-Americans. Students must be admitted to a graduate program at LSU and be nominated by their departments.

Assistantships

More than 2,000 teaching, research, and service assistantships are awarded annually. All communication regarding graduate assistantships should be directed to the chair of the appropriate department. Applications and supporting credentials are accepted at all times, but priority for graduate assistantships is given to applicants who submit their materials by January 25. Students who accept assistantships before April 15 may be free to resign to accept another offer up to that date. An acceptance given or left in force after April 15 is a commitment not to accept another appointment without first obtaining formal release from the prior commitment.

A graduate assistantship is intended to be supportive of the student's educational experience by being related to the graduate program in which the student is enrolled.

Proposed appointment to duties unrelated to the student's major program must have the concurrence of the student's major department prior to approval by the Graduate School.

Eligibility Requirements: Only graduate students with acceptable academic records may be appointed to graduate assistantships. A student admitted on probation may not be appointed to a graduate assistantship until good standing has been achieved. A graduate student placed on academic probation by the Graduate School for failing to make satisfactory progress may not be appointed or reappointed to a graduate assistantship unless the student's cumulative grade-point average is at least 3.00.

Details and additional information regarding eligibility for a graduate assistantship may be found in PS-21, available in the appendices of the *Graduate Bulletin*, the Graduate School, and in departmental offices.

Stipends

Graduate assistant stipend levels vary widely, depending on the department and the assigned duties. Assigned duties may include research, teaching, and/or service. Graduate assistantship appointments may also be for one-third or one-quarter time, with an appropriate adjustment in the stipend. Appointments for more than one-half time require special justification. Although most appointments are made on an academic year basis, assistantships are available in certain departments during the summer months, with an appropriate adjustment in the stipend.

Scholarships

In addition, there are scholarships available specifically to School of Education graduate students. These include: the Dean E. B. Robert Scholarship, the Fred G. Thatcher Fellowship, the Lillian L. Oleson Scholarship Fund, and the Dr. William Rodney Cline Philosophy of Education Scholarship. Requirements for application vary; stipends range from approximately \$500 to \$3,000. The Oleson Scholarship is offered through individual departments, while the remaining four scholarships are processed through the Office of Student Services. Students interested should contact the School of Education for more information.

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: <http://www.csi-net.org/>

Louisiana Counseling Association (LCA)

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

American Counseling Association

ACA has over 50,000 counselors in its membership. As part of joining ACA, you 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. To join ACA, you can: obtain a membership application from the Counseling News Bulletin Board; call 1-800-347-6647 ext. 222; or enroll with a credit card online. Website: www.counseling.org.