

LAFAYETTE™

Department of Counseling

Student Handbook

2025

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Welcome

We are pleased you have chosen to enter the Counseling program at the University of Louisiana at Lafayette. We wish you success and offer support in your goal to become a professional counselor in the Clinical Mental Health Counseling or School Counseling concentration. It is our desire that your time spent here is both challenging and rewarding.

This handbook was written to help you to understand and plan your graduate program. Program requirements, procedures, and policies are reviewed herein, and all students must become familiar with them. This handbook may not answer all of your questions; you may be referred to the Graduate School website, the Department of Counseling website, or other publications. Resources are available that provide information about practicum and internship sites, career opportunities, and professional organizations.

The Graduate School website has specific information regarding admission policies, academic regulations, and requirements for degrees. Students are responsible for being aware of and adhering to the policies and procedures set forth by the Graduate School.

Much of the information you will find helpful, such as curriculum information, is also available on our website. Policies and procedures are subject to change. Always refer to the most current handbook and notices posted there.

Respectfully,

The Faculty

Program Faculty

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Licensed Professional Counselor and Supervisor (LPC-S)

Latifey LaFleur, PhD - Director of Clinical Experiences
Associate Professor of Counseling
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Marc Bourgeois, PhD - Clinical Mental Health Program Coordinator
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Affiliate Faculty

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UL Lafayette Graduate Programs in Counseling

Mission Statement

The mission of the Department of Counseling at the University of Louisiana at Lafayette is to develop Professional Counselors who embody ethical practice, respect for diversity, and a strong professional identity by integrating theory, research, and practice into a competency-based curriculum, for service to K-12 schools and in various mental health settings.

Program Objectives

The following are the program objectives for the UL Department of Counseling graduate programs and are based on the 2024 CACREP Standards:

Program Objective 1: **Academic Excellence**
Provide an experiential, contextual, and competency-based curriculum guided by theory, research, practice, and leadership that prepares students professionally and academically.

1.a. – Student Learning (SLO Table below)
1.b. – Student Performance

Program Objective 2: Diverse and Inclusive Learning Community
Provide a diverse and inclusive learning community that promotes ethical practice, respect for diversity, and a strong professional identity among the next generation of Professional Counselors.

2.a. – Demographics and Enrollment, Retention, and Completion Data
2.b. - Diverse and inclusive learning

Program Objective 3: Prepare future Professional Counselors
Prepare future professional counselors in the areas of personal growth, academic excellence, and professional competence by working closely with schools, community agencies, and university colleagues.

3.a. – Field Experience Outcomes
3.b. – Graduate Outcomes - Employment, Preparedness, and Licensure
3.c. – Employment Outcomes

Statement of Philosophy

The philosophy of the Department of Counseling is grounded in the belief that most individuals have the capacity to take responsibility for and control of their lives. Counseling is primarily developmental in nature, referring to the fact that everyone faces certain tasks and challenges throughout the lifespan. A developmental approach views these tasks and challenges as predictable and amenable to intervention by a counseling professional. Counselors emphasize clients' strengths instead of their weaknesses. A counselor does not solve problems or simply provide advice. A counselor, in a variety of ways, assists individuals to become more effective and efficient problem-solvers. Put succinctly, counselors facilitate client growth and development. Graduates in Counseling at UL Lafayette are trained as Responsive Professionals who are driven by 1) Knowledge and Expertise in Practice, 2) Reflection, 3) Knowledge of, and Respect for Diversity, and 4) Professionalism. These four driving elements form the foundation of the curriculum and are consistent with the UL Lafayette College of Education & Human Development's Conceptual Framework. The faculty of the Department of Counseling contends that this framework forms the foundation for innovative, interdisciplinary, research-based curricula dedicated to the development of

reflective practitioners who demonstrate expertise in knowledge and practice. Through these basic tenets, the Department fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth.

Candidates entering the program begin their professional development with the recognition of appropriate aptitudes, attitudes, and dispositions to be successful professionals, followed by coursework designed specifically to establish the appropriate knowledge base upon which skills can be developed and nurtured. This is followed by field experiences and extended supervised professional practice as interns. The faculty and staff of the Department and our community partners clearly believe that becoming a Responsive Professional is a process that begins with the acquisition of fundamental knowledge and practice in the field of counseling framed around professional dispositions. Throughout the program, candidates are guided in becoming not only knowledgeable professionals, but also reflective practitioners who respect diversity and demonstrate commitment to passionate professionalism. Passionate professionalism encompasses engagement in on-going professional growth, leadership, collaboration, advocacy, and service activities.

Concentrations in Counseling and Degree Requirements

The graduate programs in Counseling are designed to prepare qualified students for the counseling profession. Graduates find employment in a variety of settings, including schools, community mental health centers, government agencies, and private practice as a licensed professional counselor (LPC). Two concentrations are available, and both are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). They are: Clinical Mental Health Counseling and Professional School Counseling. A Dual Track is also defined which essentially requires that course work and clinical experiences of both previously named concentrations are required for graduation. The Clinical Mental Health Counseling concentration meets the educational requirements to become a Licensed Professional Counselor (LPC) in Louisiana and prepares students to deliver services in a variety of mental health settings. The Professional School Counseling concentration meets the educational requirements for certification by the Louisiana Department of Education as a School Counselor, K-12 or Ancillary School Counselor, K-12. The Dual Track, as the name implies, prepares students to work in both specialties. The Department offers the Master of Science (MS) degree.

Although there are more similarities than differences among the programs, certain courses and practicum/internship experiences are designed specifically to meet the needs of each concentration. Essentially, the purpose of each concentration is to train counselors at the entry level of professional practice for these respective settings. Students will receive endorsement for School Counseling or Clinical Mental Health Counseling based on the program of study completed. The Clinical Mental Health Counseling and School Counseling curriculum consists of 60 credit hours, and the Dual Track curriculum is 72 credit hours. All students must pass the comprehensive exam to be eligible for graduation, and School Counseling students must also take the Praxis exam. See Appendices A - C for the degree plan for each concentration.

Admission Requirements

Specific admissions requirements, set forth by the Graduate School and this program, can be found on the Graduate School website (Admissions Requirements)**.** The following information is required in order for a decision regarding admission to all programs:

- Graduate Record Examination (GRE) scores
- transcripts for all work attempted at the post-secondary level
- two letters of recommendation
- writing sample according to the provided prompt
- and work and/or volunteer resume

Undergraduate courses in psychology and disciplines concerned with human behavior are recommended but not required.

Applications are reviewed as they are received from the Graduate School. All application materials are due March 1st of each year. Once applications have been vetted by faculty, decisions are made regarding interviews, which typically occur mid-March. The interview process includes the following:

- Individual interviews with graduate assistants (video recorded)
- Group interview panel with faculty
- Group process activity (video recorded)
- Alumni interview panel

Admissions decisions are based on the evaluation of all application materials and the interview. Once decisions are made by faculty, they are sent to the Graduate School, who will then notify students of the decisions. New students are only admitted in the fall semester and will participate in a new student orientation at the beginning of the semester.

Transfer of Credits

Transfer of any credits for courses taken prior to admission is limited and not automatic. Acceptance of course work from another institution requires both Department and Graduate School approval and is subject to the rules and regulations set forth by the Graduate School. The forms for Transfer of Credit may be obtained from the Graduate School office/website and completed with assistance and approval from the Head of the Department of Counseling.

Nondiscrimination Policy

It is the policy of the University of Louisiana at Lafayette Department of Counseling that there shall be no discrimination against any individual on the basis of age, color, creed, physical disability, national origin, race, religion, sex, or sexual orientation. This nondiscrimination policy applies to all students, faculty, staff, employees, and applicants.

The Department strongly supports this policy. In addition, the program actively recruits minority students. The faculty recognizes the uniqueness of all students and emphasizes the goal of helping all students to realize their potential, taking into account ethnic and cultural trends in order to provide a satisfactory education for all students. The faculty believes that the recruitment and development of culturally diverse counselors is a professional responsibility, just as it is a professional responsibility of counselors to provide adequate and appropriate programs and services to a culturally diverse clientele.

Disability Services

The UL Office of Disability Services (ODS) offers accommodations to all students with disabilities, which are typically grouped within the following categories:

- Physical (visual, hearing, mobility impairment, etc.)
- Emotional or psychological (i.e., anxiety, mood, personality disorders, etc.)
- Learning (i.e., dyslexia, dysgraphia, reading or math disorder, etc.)
- ADD or ADHD
- Autism Spectrum Disorders

Reasonable accommodations are reasonable modifications of the learning environment that eliminate, as much as possible, physical or instructional barriers to learning encountered by the student with a disability. Accommodations are individualized and dependent on the nature of the specific disability or disabilities. A student's physical accessibility to the classroom as well as the student's ability to fully participate in all course activities are both considered in providing

reasonable accommodations.

To receive accommodations, students must complete the confidential registration process through ODS through the following link: Registering with ODS.

Technology Resources and Competence Needed to Complete the Program

As graduate students in the Master's program in Counseling, you are expected to develop and demonstrate essential technology competencies that support your academic and clinical work. These include proficiency in basic computing skills such as course management software (Moodle), word processing, email communication, video conferencing, and file management. In the counseling clinic, you will utilize Viso by Noldus, a specialized recording software that allows for secure video observation, recording, and playback of counseling sessions to enhance supervision and self-reflection. Additionally, each student will need a password-protected USB drive to ensure the safe storage and transport of sensitive client information and session recordings, in compliance with ethical and legal confidentiality standards. Mastery of these tools is essential for your success as both a student and a future professional counselor.

Expectations for Students

Work Ethic. The faculty expects all students to make a primary commitment to graduate training. This may mean reorganization of one's priorities and substantial self-sacrifice. Each semester, students should be prepared to dedicate 10 or more hours/week for each course taken. Time should be reserved to review successfully completed courses from previous semesters in order that a knowledge base can be constructed, expanded, and synthesized. Some courses require mandatory meetings outside regular class hours.

Professional Involvement. Knowledge of and participation in professional organizations plays an important role in your training. Our expectation is that you will join the relevant professional organizations at national and state levels, the American Counseling Association **(www.counseling.org)** and the Louisiana Counseling Association **(www.lacounseling.org)**, respectively. Benefits of membership include journals published by the ACA; identification with current professional issues, the opportunity to attend state, regional, and national conferences, eligibility for member services (e.g., professional liability insurance, legal defense fund, library resource use), and having an avenue for networking and interaction with other counseling professionals. Student membership in ACA is available at a reduced membership cost, as are registration fees for the various professional conferences. ACA student membership applications require a faculty member's endorsement. Although not required, students have the option to join various divisions of ACA that focus on areas of interest. We also expect that you attend professional seminars, workshops, and conferences. It is assumed that students will become familiar with current professional literature to keep abreast of research, counseling issues, and trends within the counseling profession. Information regarding professional organizations can be found in the department offices and links on our web page. Membership in the Louisiana Counseling Association is required in COUN 500, which is a first semester course in both concentrations.

Forms of Expression. This is a program that prepares human service professionals, and, as such, students are expected to use correct and effective forms of oral and written communication. Additionally, all papers and projects submitted to the faculty, unless otherwise stated, should follow the form and style documented in the *Publication Manual of the American Psychological Association's* most recent edition. Finally, since much of what counselors do is verbal in nature, the ability to communicate effectively in this form is essential.

Ethical Standards. Students are expected to comply with the ethical standards of the counseling

profession. The code established by the American Counseling Association (ACA) most closely fits with our philosophy and program of study; therefore, students are expected to comply with this code. School Counseling Students will also be expected to comply with the American School Counseling Association's (ASCA) code of ethics. These codes are constructed so that the profession can offer assurances that practitioners serve in the best interests of their clients. It is the student's responsibility to be aware of the guidelines that define professional behavior and to adhere to these. Failure to behave in an ethical or professional manner, whether intentional or unintentional, may result in dismissal from the program. Misconduct with, or mistreatment of clients, breach of confidentiality, plagiarism, and practicing beyond one's competencies are examples of such behaviors. In addition to complying with ethical codes, all research must be approved by the appropriate program faculty and by the University Institutional Review Board (IRB) and then, only after completing CITI training for research with human subjects. This training is also a requirement in COUN 500.

Personal Attributes. Preparing to be a counselor is not for everyone. It demands that one be open to all experiences, be open in relationships with fellow students, be willing to give and receive feedback, and be willing to take action based on feedback from others. Training as a counselor requires both a "mental toughness" and a high degree of sensitivity to clients, self, and situation. It requires risk-taking and willingness to grow both personally and professionally. Research has demonstrated that certain relationship skills are essential to successful counseling and psychotherapy. Thus, students must be able to be open and effective in their relationships with others throughout the course of study.

Students can expect to engage in activities which expand self-awareness and are intended to lead to both personal and professional growth. Small group activities are required to provide students with opportunities for such growth. Since performance feedback is an integral part of training, students must behave in a non-defensive and open manner, with willingness to make appropriate changes when receiving such information. Lastly, since there is no single way to be effective within helping relationships, a tolerance for ambiguity and openness to diversity is of utmost importance to the successful completion of the program.

Flexibility will be required, as work outside regular class hours is to be expected. Occasionally small groups and resource programs may be scheduled on Saturdays, on evenings, or other than the regular class meeting time.

A counselor, like most professionals, can do harm as well as good. A counselor who is judged to be impaired in one or more areas may be unable to make decisions in the best interest of his or her clients. Although the term "impaired" is a broad one, it refers to deficiencies that may negatively affect the way a counselor perceives and behaves in certain situations. Such deficiencies block, bias, and prevent a counselor's ability to "do good," which in some instances, may result in harm. When a student's attitudes and behaviors pose a question of fitness to practice as a professional counselor, one of several courses of actions will be initiated by the program faculty and will follow University policies regarding such interventions. These may range from remedial work to dismissal from the program. Please refer to the section of the handbook, *Student Retention/Dismissal Procedures* for the policy related to dismissal, retention, and transition.

Providing information. The program maintains an informational database in order to have the *most current address and phone number* for each student. It is the student's responsibility to keep this information current and accurate. It is also important for us to know about significant changes in your academic and work activities, as well as information that may possibly interfere with your studies or practice as a professional counselor. The program makes reasonable attempts to keep such information confidential.

Program Planning and Registration for Classes

Each student is assigned a faculty advisor when they are admitted to the counseling program; however, initial schedules are coordinated through the Department Head. See the matriculation plan for the course sequence and semesters that courses are offered (Appendix D).

Students are assigned an advisor and are encouraged to meet with them occasionally. However, all advising is done during the University sanctioned advising period in counseling classes. Under no conditions should a student register for classes without an advisor's approval. Students are responsible for registering for the courses required to complete their chosen concentration.

Students are also responsible for noting prerequisites and corequisites for courses and plan their programs to account for proper sequencing of course work. Refer to advisors and the appropriate Academic Catalog for pertinent information. The Academic Catalog is published annually, and current and previous Academic Catalogs can be found here: Academic Catalog Students have the opportunity to evaluate their advisor through the Exit Survey they complete upon graduation.

Sequencing of Program

1. Upon notification of admission, each student should contact the Department Administrative Assistant or Department Head and confirm intent to enroll in the Fall semester. During the first registration period or shortly thereafter, the student will consult with the Department Head or an assigned advisor to plan first semester course work. During COUN 500, each student will construct a plan for completion of the degree. This course planning matrix will be constructed before completion of the first semester of enrollment. Students are also encouraged to review the objectives, evaluation methods, and key policies at this time.

2. Each semester, during the registration period, the student will participate in group advising or, alternatively, meet individually with their advisor. The student will receive information as to how to register for courses. This is a good opportunity to discuss plans for the comprehensive examination, practicum, and internship placement.

3. After the completion of 12 program hours (to include COUN 500, COUN 502), an Application for Candidacy must be submitted to the Graduate School. This form establishes the students' eligibility for candidacy and identifies graduate committee members when appropriate.

4. At or near successful completion of the core courses and the concentration courses, and with no more than one grade of *C*, the student may schedule the Comprehensive Exam. This is an objective test that covers the core areas in the counseling curriculum and a section which addresses the concentration area. Registering for this examination can be done through the Department Administrative Assistant after conferring with one's advisor. The latest a student should take the CPCE is in the semester before they plan to graduate.

5. The application for degree and the paperwork associated with graduation should be completed during the internship at the beginning of their last semester (IMPORTANT! Consult the *Academic Calendar* for deadline dates).

Comprehensive Examinations

Passing a comprehensive examination is a requirement of all students for graduation. The Counselor Preparation Comprehensive Examination (CPCE), offered every semester, is an objective test used by many universities and colleges across the country. This multiple-choice exam assesses the foundational counseling curriculum as defined by the 2024 CACREP Standards. Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength / weakness feedback.

In addition to the CPCE, students with a concentration in school counseling must also provide evidence that they have taken the Praxis exam for School Counselors (5422) which is a specialty exam required by the Louisiana Department of Education to obtain certification as a School Counselor.

The comprehensive exam may be taken after the completion of 40 hours of coursework. Permission to take the examination can be obtained from the student's advisor or the Department Head. Once permission has been received, the student must register for the examination online with the expectation of home administration, proctored by representatives for the testing organization. A passing score on the test is a total score no lower than one-half of a standard deviation below the national mean for students whose programs use the test as an exit exam. That metric has hovered closely around 80 on the exam. If a student fails to earn this score on their first attempt, they may sit for the test again the following semester or as soon as is allowable. Should a second attempt fail, students are required to "sit out" for at least one semester during which they may be required to retake one or more courses as prescribed by the faculty. Once this is completed, the student can sit for the CPCE a third time. If a third attempt is not successful, the student must appeal to the faculty for a plan to demonstrate competency (i.e., oral examination, portfolio, etc.). If an approval is granted the faculty committee must agree, by a majority vote, to pass the student. If the student fails to demonstrate competency then dismissal from the program will be recommended.

Professional Liability Insurance

All students are required to obtain professional liability insurance before they reach practicum and internship courses. A copy of the liability insurance premium form must be submitted to the practicum or internship supervisor before the student can begin seeing clients. Without evidence of appropriate liability insurance, the student will not be allowed to continue in the practicum or internship and will be administratively dropped from the course. While lawsuits involving school or clinical mental health counselors are relatively uncommon, any service provided to the public by a professional (or a professional in training) is vulnerable to the threat of a lawsuit.

Sources of Important Information

This handbook and periodic updates are meant to provide a guide to graduate students in the counseling program. However, the most current source of information (e.g., training opportunities, meetings, social events, conferences, deadlines and other important dates, etc.) can be found in the program office area on our departmental bulletin boards, on our web page, and through email listserv messages. Our web page has news, notices, reminders, and other information, along with links to internet sites related to counseling and the counseling profession.

Funding Opportunities for Graduate Students

Information and applications for assistantship, scholarships, and fellowships can be found on the Graduate School website here: Graduate Assistantships. Students are also urged to check with The Office of Research, the Dean's office, emails announcing vacancies sent to all students via the Moodle Counseling Student listserv, and the Department of Counseling web page for funding opportunities. A limited number of

departmental assistantships are available (presently 7) but additional Graduate Assistantships in Counseling are placed with Counseling and Testing, and the Office of Services for Students with Disabilities (presently 5). Many departments across campus also seek Counseling students to fill GA positions in their departments. Examples include other departments within the College of Education & Human Development, the University Ombudsman's Office, Student Services, and the Athletics department. The Department Head will constantly update students on available positions via the aforementioned department email list.

Students who have presentations accepted at professional meetings are eligible to apply for travel assistance from the Graduate Student Organization (GSO). Additional funding is available via generous gifts made to the department. For these funds, students will apply to the Department Head for consideration. Students are also eligible for Graduate Fellowships and scholarships made through the McNair program. One scholarship/award is available from the Department: The Zach Esters Award for Outstanding Service.

Graduate Resources

Students are responsible for staying informed about the requirements necessary to complete their graduate degrees on time. All students must adhere to the policies and procedures in effect during the year of their admission, as outlined in their official notice of admission to the Graduate School. More information can be found at the following: UL Graduate School Website

Time Limits for Completion of Degrees

The Graduate School provides information regarding time limits for degree completion. Currently, all work applying to a Master's degree must be completed within six years.

Academic Program Standards

Students are required to earn a grade of B or better in each counseling skills course before they are permitted to progress to the next course in the sequence. These courses include: COUN 505 – Helping Relationships and COUN 509 – Group Counseling. The Counseling program defines unsatisfactory performance in graduate level coursework as a grade of U, D, or F in any course and/or more than two grades below B. As noted previously, failure to demonstrate competency after failing to pass the master's comprehensive examination three times constitutes unsatisfactory performance. Any of these or combination of these results in termination of the student's eligibility for the graduate program in the department.

Non-Academic Program Standards

In addition to maintaining high scholastic standards, students enrolled in the Counseling program must develop skills necessary to work effectively with people with diverse needs. The faculty expects prospective counselors to be committed to personal growth and professional development, to be concerned about the welfare of others, to demonstrate emotional and mental fitness in their interactions with others, to be able to receive and give constructive feedback, and to use the skills and techniques that are generally accepted by others in the field. Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association, American School Counselor Association, American Mental Health Counselors Association) and the relevant regulatory boards of the state of Louisiana. A student's acceptance in any program does not guarantee his or her fitness to remain in that program.

The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue.

Individual Student Assessment Procedures

Counseling faculty continuously and systematically assess how students are progressing regarding the mastery of knowledge, skills, and professional dispositions required for success in the program. Student progress will be evaluated at various points throughout the course of the program through signature assignments, which are designed to evaluate specific learning objectives aligned with each key performance indicator (KPI) listed in the Student Learning Outcome (SLO) Table in Appendix E.

The faculty will also use information obtained from course grades, practicum and internship evaluations, and other means specific to each concentration. The faculty meet weekly or bi-monthly to address concerns about students' progress with the entire faculty.

Additionally, faculty evaluate students' disposition and performance on an ongoing basis. The faculty evaluate students' disposition and performance based on observations of course performance, evaluations of performances in simulated practice situations, evaluations of performances in clinical situations, and adherence to the ACA codes of ethics. Formal evaluations are conducted twice on each student by a minimum of 2 faculty members using the Professional Disposition Student Evaluation form (Appendix F). All students are evaluated in the spring semester. They are evaluated for the first time before they begin practicum and the second during their first internship. Through this process, the faculty seeks to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work.

If a student is not making satisfactory progress as evidenced by end of course grades and/or less than average evaluations by the department faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. The Department Head may choose to meet with the student and the faculty advisor and/or to initiate the appropriate action specified in the Student Retention/Dismissal Procedures

Professional Impairment

On occasion, faculty members may become concerned about a student's suitability for entry into the profession even though the student may be performing satisfactorily in academic course work. In such instances, the Department has adopted specific policies and procedures (Student Retention/Dismissal Procedures) in order to fulfill the department's professional responsibility and protect the rights of students. Examples of professional impairment may include the following and are not intended to be exhaustive: violation of professional standards of ethical codes, inability or unwillingness to acquire or demonstrate professional skills at an acceptable level of competency, behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements, interpersonal behaviors and interpersonal functioning that impair one's professional functioning and inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions Following Manifestations of Professional Impairment

The following are examples of possible consequences when professional impairment has been noted. These are not intended to be exhaustive: a formal reprimand, an unsatisfactory grade in a skills-based course with the requirement that the course be repeated, a reduced practicum caseload, personal counseling, a leave of absence, additional practicum or course work requirements, increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of videotaped sessions), formal probation, encouragement to withdraw from the program, or a formal dismissal from the program.

Personal Counseling Services

Should a student need personal counseling, faculty will refer them to UL Counseling and Testing, or the

student may seek their own counselor by searching Psychology Today.

Student Retention/Dismissal Procedures

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Department of Counseling faculty believes a component of their responsibility to their students, their profession, and the eventual consumers of services provided by graduates, is the necessity to monitor not only students' academic progress but also the personal characteristics of students that will affect their performance in counseling. These characteristics should be of a quality so as to NOT interfere with the students' professionalism or helping capacity.

Department faculty endorse the American Counseling Association (ACA) position that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance, to request that students be dismissed from the program, and to assure that students have adequate opportunities to address the decisions made.

Faculty may work on an informal basis with students who demonstrate academic or non-academic difficulties when circumstances indicate that this method may be productive (severity of the problem may not allow for this method and informal methods are not procedurally required). The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a timeline for change. When, in the professional judgment of a program faculty member, a student is not making satisfactory progress or meeting the program or university standards, the faculty member will meet with the student to discuss the specific concern. At that time, the faculty member will discuss with the student what behavior(s) need(s) to be changed, suggestions for remediation, time limits for expected changes, and consequences if remediation is not successful. The faculty member will complete a Professional Disposition Student Evaluation (in addition to scheduled reviews) at that time and present the student with a copy of the review form. The faculty member will then notify the Department Head in writing about the meeting with the student.

The Department Head will then submit this document to the Departmental Student Retention Committee to investigate the specific concern. The Committee should consist of at least two faculty members from the student's program and one faculty member from another program who has not had the student in class. The student will be given an opportunity to meet with the committee to present his/her own version of the facts. The meeting shall be open only to the members of the Departmental Student Retention Committee, the student, and those individuals considered to have relevant information and are approved by the committee chair to speak to the committee. After considering the matter, and within 10 working days of meeting with the student, the Departmental Student Retention Committee will report its recommendation to the student and the Department Head. The Department Head and the student's faculty advisor will subsequently monitor the student's progress in carrying out the committee's recommendations. If the Departmental Student Retention Committee recommends the student no longer continue in the program, the Department Head will petition the Graduate Dean to dismiss the student from the degree program.

The student will have 10 working days to notify the Department Head of his/her acceptance or appeal of the department's decision(s)/recommendations. Students who are dismissed for academic reasons may petition for reinstatement after a period of 12 months. Dismissal appeals are sent to the Departmental Student Retention Committee. Students who have been dismissed from the Department of Counseling program for unsatisfactory performance in graduate level coursework will not be allowed to take course work in the Counseling Department as an unclassified student.

Appeal Policy

If the recommendation for dismissal is made, or if a student wishes to appeal a grade, the student may follow the University's policy for appeal.

Professional Counseling Organizations

Students are encouraged to join state and national professional counseling organizations and attend professional conferences, when possible. Through membership and conference attendance, students have the opportunity to network with counselors in the field; learn about and participate in opportunities for advocacy; expand their knowledge base by attending conference sessions and other CEU opportunities; and enhance their professional identity development. Additionally, students are mentored by faculty to present research projects completed as part of their coursework and to collaborate with professors to present content sessions at conferences. Students are regularly provided with information regarding conference dates and locations, as well as conference volunteer and scholarship opportunities through the Listserv and bulletin board announcements..

The following are some of the counseling organizations students are encouraged to join:

American Counseling Association

American School Counselor Association

Louisiana Counseling Association

Louisiana School Counselor Association

Association for Play Therapy

Professional Counseling Certification and Licensure Requirements

Upon completion of the program, students are prepared with the appropriate academic coursework to apply for licensure as a Provisionally Licensed Professional Counselor (PLPC) or a Certified School Counselor in Louisiana. For more information about licensing and certification, students are advised to contact appropriate boards or agencies for specific requirements. Licensing and other regulatory boards may choose to review a student's academic record and supervised practice in order to determine whether or not the necessary requirements have been met; most will require applicants to pass an examination. The program has no control over the policies and decisions made by regulatory boards and agencies.

Licensure for Clinical Mental Health Counselors
Louisiana Professional Counselors Board of
Examiners - https://www.lpcboard.org/

Certification for School Counselors
Louisiana Department of Education
https://doe.louisiana.gov/educators/certification

Endorsement Policy

Graduates of the program will be endorsed only for the program in which they have completed all appropriate courses and field experiences.

Appendix A

University of Louisiana at Lafayette, Program in Counseling

Degree Plan for Master of Science, Clinical Mental Health Counseling

Prefix	Course#	Title of Course	Credit Hours
CORE			
COUN	500	Professional Orientation	3
COUN	501	Methods of Inquiry in Counseling Research	3
COUN	502	Theories of Counseling	3
COUN	504	Theories And Techniques Of Appraisal for Counselors	3
COUN	505	Helping Relationships	3
COUN	506	Multicultural Counseling	3
COUN	507	Lifestyle and Career Development	3
COUN	509	Group Processes	3
COUN	524	Counseling Through the Lifespan	3
COUN	521	Advanced Seminar in Counseling	3
			30
CONCENTRATION			
COUN	555	Advanced Counseling Techniques	3
COUN	519	Counseling In Community Mental Health Settings	3
PSYC	533	Advanced Psychopathology	3
COUN	510	Relationship, Marriage, and Family Counseling	3
			12
ELECTIVES			
COUN	5XX	Approved Elective	3
COUN	5XX	Approved Elective	3
COUN	5XX	Approved Elective	3
			9
CLINICAL FIELD EXPERIENCE			
COUN	539	Practicum	3
COUN	540	Internship	6
			9
		TOTAL REQUIRED FOR DEGREE	**60**

8.5.25

Appendix B

University of Louisiana at Lafayette, Program in Counseling
Degree Plan for Master of Science, School Counseling

Prefix	Course#	Title of Course	Credit Hours
CORE			
COUN	500	Orientation to Professional, Ethical and Legal Issues in Counseling	3
COUN	501	Methods of Inquiry In Counseling Research	3
COUN	502	Theories of Counseling	3
COUN	504	Theories and Techniques of Appraisal for Counselors	3
COUN	505	Helping Relationships	3
COUN	506	Multicultural Counseling	3
COUN	507	Lifestyle and Career Development	3
COUN	509	Group Processes	3
COUN	524	Counseling Through the Lifespan	3
COUN	521	Advanced Seminar in Counseling	3
			30
CONCENTRATION			
COUN	503	Principles and Administration of School Counseling Programs	3
COUN	553	Advanced School Counseling	3
COUN	514	Child and Adolescent Counseling	3
COUN	555	Advanced Counseling Techniques	3
			12
ELECTIVES			
COUN	5XX	Approved Elective	3
COUN	5XX	Approved Elective	3
COUN	5XX	Approved Elective	3
			9
CLINICAL FIELD EXPERIENCE			
COUN	539	Practicum In School Counseling	3
COUN	540	Internship In School Counseling	6
			9
		TOTAL REQUIRED FOR DEGREE	**60**

8.5.25

Appendix C

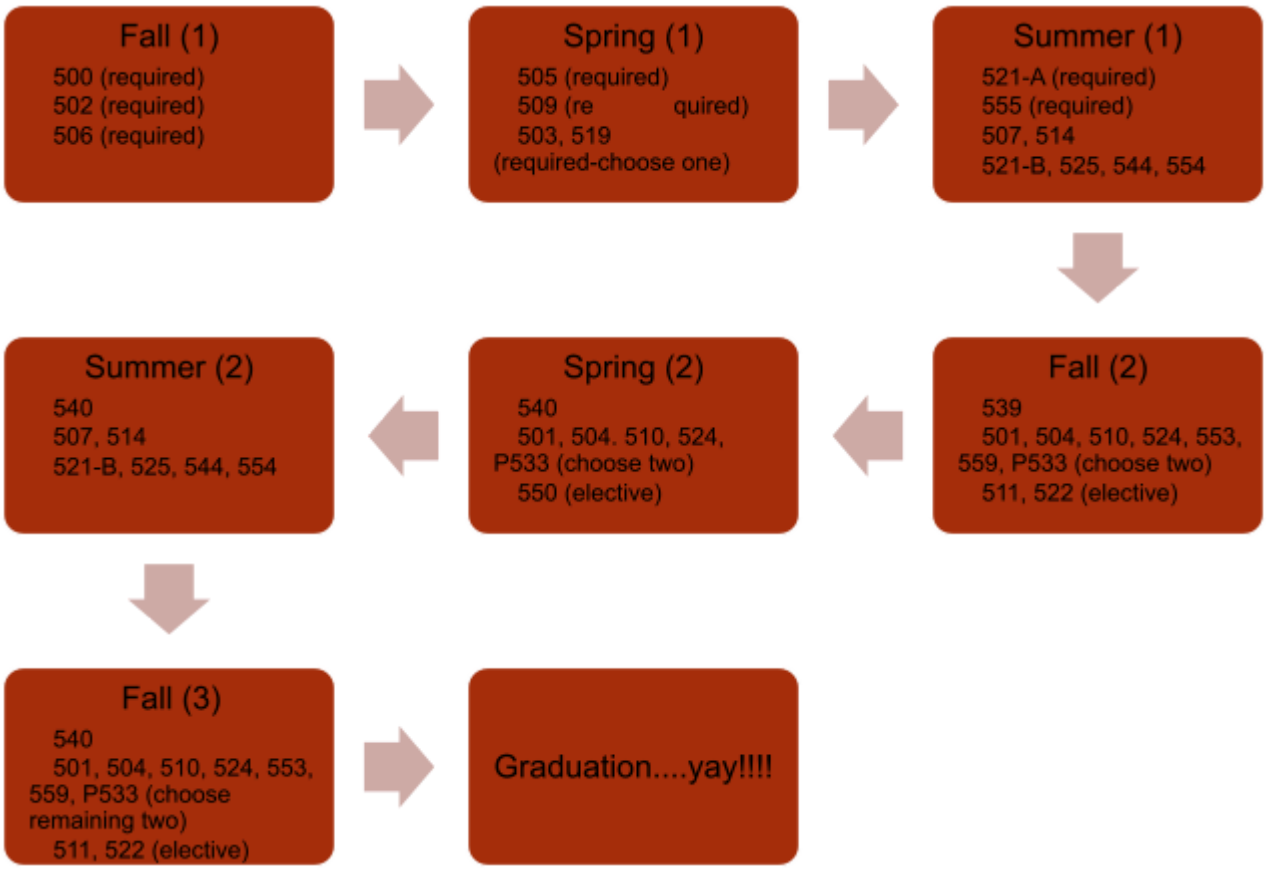
University of Louisiana at Lafayette, Program in Counseling
Degree Plan for Master of Science, Dual Concentration

Prefix	Course#	Title of Course	Credit Hours
		CORE	
COUN	500	Professional Orientation	3
COUN	501	Methods of Inquiry in Counseling Research	3
COUN	502	Theories of Counseling	3
COUN	504	Theories and Techniques of Appraisal for Counselors	3
COUN	505	Helping Relationships	3
COUN	506	Multicultural Counseling	3
COUN	507	Lifestyle and Career Development	3
COUN	509	Group Processes	3
COUN	524	Counseling Through the Lifespan	3
COUN	521	Advanced Seminar in Counseling	3
			30
		CONCENTRATION 1	
COUN	555	Advanced Counseling Techniques	3
COUN	519	Counseling in Community Mental Health Settings	3
PSYC	533	Advanced Psychopathology	3
COUN	510	Relationship, Marriage, and Family Counseling	3
			12
		CONCENTRATION 2	
COUN	503	Principles and Administration of School Counseling Programs	3
COUN	553	Advanced School Counseling	3
COUN	514	Counseling Children and Adolescents	3
COUN	5XX	Approved Elective	3
			12
		CLINICAL FIELD EXPERIENCE	
COUN	539	Practicum 1 (Placement in K-12 School)	3
COUN	539	Practicum 2 (Placement in Mental Health)	3
COUN	540	Internship 1 (Placement in Mental Health)	6
COUN	540	Internship 2 (Placement in K-12 School)	6
			18
		TOTAL REQUIRED FOR DEGREE	**72**

Appendix D

UL Department of Counseling

Matriculation Plan



Appendix E

SLO Table and 2024 CACREP Standards

Student Learning Outcome 1: Professional Orientation, Identity, and Ethics KPI 1: Standard 3.A.10i. - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.		
SLO	Assessment	Course
Students will demonstrate knowledge related to professional identity including the history and philosophy of the profession, the value of professional organizations and credentialing bodies, and the value and necessity of adherence to the ACA Code of Ethics.	**Knowledge:** Final Exam	COUN 500
Students will demonstrate ethical practice in their encounters with clients.	**Skills:** Supervisor Evaluation of Student	COUN 539

Student Learning Outcome 2: Social and Cultural Diversity KPI 2: Standard 3.B.3. -The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.		
SLO	Assessment	Course
Students will demonstrate knowledge of social and cultural diversity issues in counseling.	**Knowledge:** Final Exam	COUN 506
Students will implement culturally appropriate interventions.	**Skills:** Site Supervisor Evaluation of Student	COUN 540

Student Learning Outcome 3: Human Growth and Development KPI 2: Standard 3.C.1. - Theories of individual and family development across the lifespan.		
SLO	Assessment	Course
Students will identify developmental tasks and conceptualize treatment through the lens of human growth and development.	**Knowledge:** Case Studies	COUN 524
Students will assess significant transitions across the lifespan and delivery of clinical services.	**Skills:** “Letter from Older Wiser Self” Assignment	COUN 524

Student Learning Outcome 4: Career Development KPI 4: Standard 3.D.1 - Theories and models of career development, counseling, and decision making

SLO	Assessment	Course
Students will demonstrate knowledge of career development theories.	**Knowledge:** Final Exam	COUN 507
Students will apply knowledge of career counseling theories and skills.	**Skills:** Career Assessment Assignment	COUN 507

Student Learning Outcome 5: Counseling and Helping Relationships KPI 5: Standard 3.F.9. - Essential interviewing, counseling, and case conceptualization skills		
SLO	Assessment	Course
Students will demonstrate proficiency in critically assessing and applying advanced interviewing techniques, counseling strategies, and case conceptualization skills within clinical scenarios.	**Knowledge:** Final Exam	COUN 505
Students will apply counseling and case conceptualization skills that impact client outcomes and facilitate positive change by producing a video portfolio of counseling skills.	**Skills:** Skills Portfolio	COUN 505

Student Learning Outcome 6: Group Work and Group Processes KPI 6: Standard 3.F.5 - Approaches to group formation, including recruiting, screening, and selecting members		
SLO	Assessment	Course
Students will demonstrate knowledge of group formation including how to recruit, screen and select members.	**Knowledge:** Final Exam	COUN 509
Students will construct a proposal for a comprehensive group plan, including formation, recruiting, screening, and selecting members.	**Skills:** Group Plan Proposal Paper	COUN 509

Student Learning Outcome 7: Assessment and Testing KPI 7: Standard 3.G.4 - Reliability and validity in the use of assessments		
SLO	Assessment	Course
Students will demonstrate knowledge of individual and group approaches for assessment and evaluation in the counseling context, including basic psychometric principles and the use of formal and informal appraisal mechanisms.	**Knowledge:** Mid-term Exam	COUN 504
Students will conduct a critical analysis of an existing assessment instrument based on its psychometric	**Skills:** Test Evaluation Project and Presentation	COUN 504

properties		

Student Learning Outcome 8: Research and Program Evaluation KPI 8: Standard 3.H.1 - The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice		
SLO	Assessment	Course
Students will demonstrate the ability to critically analyze a research journal article.	**Knowledge:** Journal Article Critique Assignment	COUN 501
Students will create a research poster that synthesizes the current scholarly literature on a specific counseling topic.	**Skills:** Research Poster Presentation Assignment	COUN 501

Student Learning Outcome 9: Clinical Mental Health Specialty Area KPI 9: Standard 5.C.5 - Techniques and interventions for prevention and treatment of a broad range of mental health issues		
SLO	Assessment	Course
Students will demonstrate knowledge of techniques and interventions to address a variety of mental health concerns.	**Knowledge:** Final Exam	COUN 519
Students will demonstrate the ability to perform techniques and interventions for diverse mental health issues.	**Skills:** Final Skills Evaluation	COUN 555

Student Learning Outcome 10: School Counseling Specialty Area KPI 10: Standard 5.G.3.c. - Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.		
SLO	Assessment	Course
Students will demonstrate proficiency in designing a core counseling curriculum, including detailed lesson plans.	**Knowledge:** Final Exam	COUN 503
Students will deliver an inclusive class lesson, incorporating various classroom management techniques and personalized instructional strategies tailored to meet the diverse needs of learners.	**Skills:** Class Lesson Presentation	COUN 553

Appendix F

University of Louisiana at Lafayette, Department of Counseling
Professional Disposition Student Evaluation

Faculty complete professional disposition student evaluations each spring. The questions below are answered through a Google Form, and responses are based on the following rankings:

4 - Advanced: Demonstrates deliberate and intentional professional behaviors, including critical and analytical thinking, independent motivation, engagement, and competence in dispositional core areas. Committed to personal growth, self-awareness, and wellness. Exhibits cultural humility in interactions with clients, peers, and/or supervisors. Integrates and applies feedback.
3 - Proficient: Demonstrates consistent and satisfactory professional behaviors and competence in dispositional core areas. Committed to self-awareness and wellness. Exhibits cultural humility in interactions with clients, peers, and/or supervisors. Accepts feedback.
2 - Developing: Demonstrates inconsistent professional behaviors and competence in dispositional core areas. Professionalism in interactions with clients, peers, and/or supervisors warrant further development. Emerging self-awareness and ability to accept feedback.
1- Beginner: Not yet demonstrates competence in dispositional core areas. Limited self-reflection and self-awareness. Need for personal growth and development is evident. Challenges in accepting feedback and interpersonal interactions with clients, peers, and/or supervisors.
0 - No observation: Not able to observe behavior.

- Relationships: Interaction with faculty, college support staff, peers, supervisors, clients, and others in a respectful, appropriate and positive manner that promotes and maintains a professional relationship.
    - Uses interpersonal skills in verbal or written communication resulting in positive relationships (e.g., attending behaviors, healthy and respectful conflict resolution).
    - Promotes equity in classes by avoiding disruptive or domineering behavior and engaging in respectful communication.
    - Works collaboratively with peers (e.g., group-work, partner projects, accepting and responding to feedback).
    - Maintains professional boundaries.
- Ethics: Exhibits behaviors that are consistent with professional ethics. Acts in accordance with the UL Department of Counseling Code of Conduct and the professional Codes of Ethics (ACA, ASCA).
    - Expresses respect for diversity through behavior and communication by treating others fairly and equally.
    - Adheres to the confidentiality set forth within classes, in didactic experiences, and/or clinical settings.
    - Demonstrates academic, personal, and professional integrity in and out of the classroom setting through honest and accurate representation.
    - Maintains wellness and refrains from offering or providing professional services when impairment is likely to harm a client or others.
- Awareness, Wellness, and Growth: Demonstrates acceptance of how personal belief systems, attitudes, and values affect others in class, group, supervision or practice.

    - Makes appropriate self-disclosure and avoids overemphasis on personal thoughts or experiences in role-playing, supervision, and/or practice.
    - Demonstrates the ability to manage current significant life stressors that are impairing academic or clinical performance.
    - Is open to receiving feedback and/or supervision and avoids defensiveness (e.g., excessive disputing of grades), reactivity, or hostility towards others when they express concern about professional competency (e.g., accepts personal responsibility and consequences of actions).
    - Demonstrates the ability to evaluate own learning, reflect upon growth, and monitor own impairment and seek additional assistance/support when needed.
    - Open to engaging in personal and professional development when recommended.
- Multiculturalism: Respects the fundamental rights, dignity, and worth of all people – including respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law or as defined by potential clients' experience. Is aware of, and avoids imposing one's values, attitudes, beliefs, and behaviors.
    - Practices cultural humility through willingness/openness to learn or understand differences in others.
    - Regularly remains actively cognizant of clients' lived experience in role-play, supervision, or practice.
    - Demonstrates respect for other's strengths and points of view through behavior and communication (e.g., avoids judgement of others).
    - Refrains from the use of biased language (e.g., sexual prejudice, classism, ableism, discrimination, and other forms of microaggressions) in role-play, supervision, or practice.
    - Recognizes boundaries of competence and limitations of expertise.
- Engagement: Presents oneself professionally and responsibly within the classroom setting. Participates in the required learning environment. Completes required tasks and fulfills obligations within the designated time.
    - Conducts oneself professionally in personal habits, mannerisms, professional attire, and patterns of behavior (e.g., independence, maintains a lifestyle that promotes wellness,).
    - Has regular on-time attendance for class and out-of-class meetings. Notifies appropriate persons and submits necessary documentation if absent.
    - Demonstrates preparedness for class by turning in assignments on time, follows through with assigned responsibilities, and willingness to learn.
    - Contributes to keeping conversations in class professional (i.e., takes turns, uses appropriate tone of voice, does not over-share personal information)