



COUNSELING PROGRAM FALL 2026



STUDENT HANDBOOK

**Counseling Program
School of Allied Health
College of Health Sciences
University of Louisiana at Monroe**

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Introduction

The ULM Counseling Program is housed in the College of Health Sciences. Students will obtain a master's degree in counseling with a focus on one of the tracks listed below:

Table 1: Concentrations

| Concentration | Degree | License/Certification |
|-----------------------------------|---------------|------------------------------|
| Clinical Mental Health Counseling | M.S. | LPC* |
| School Counseling | M.S. | CSC** and LPC |

*LPC: Licensed Professional Counselor; **Certified School Counselor

In this handbook students will find comprehensive details about ULM's Counselor Education programs, along with answers to frequently asked questions. ULM's goal is to empower students to navigate the curriculum wisely, helping to build a foundation for their entry into the mental health care professions.

Program Faculty

The faculty within the ULM Counseling program play multifaceted roles as educators, researchers, practicing clinicians, and leaders both within the profession and the academic community. With a robust record of delivering presentations at state, regional, national, and international conferences, these faculty members have contributed to professional journals through published articles.

Actively engaged in various professional organizations, many faculty members have held or currently hold office at state, regional, or national levels. Moreover, they maintain certification or licensure across diverse areas such as mental health counseling, school counseling, addiction counseling, marriage and family therapy, and play therapy. This commitment ensures their ongoing awareness of current events and issues impacting the counseling profession, ultimately guaranteeing students receive the highest quality education and preparation.

Mission Statement

Rooted in ethical competency and evidence-based practices, our Counselor Education program cultivates compassionate, respectful professionals who understand the complexities of human growth across the lifespan. Our program prepares future counselors to navigate lifespan issues with a reflective and dynamic approach. By emphasizing ethical practices, self-reflection, and a diversity of counseling techniques, we empower students to become lifelong learners and skilled professionals, ready to serve and make meaningful connections in diverse and evolving communities.

Our purpose is to work with students from all over the world and contribute solutions to the growing global need of mental health and school services for marginalized populations.

Goals

The Counseling faculty prepare skilled practitioners with a Professional Counseling identity through a program of planned, sequenced, and educational experiences that address the following objectives.

Objectives

The Counseling faculty has formulated specific objectives for students in the Counseling Program, highlighting their alignment with the 2024 CACREP Core Standards.

Students will develop a professional identity as a counselor related to their concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.A. Professional Counseling Orientation and Ethical Practice

Students will apply ethical practices and principles in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.A. Professional Counseling Orientation and Ethical Practice

Students will apply the multicultural competencies in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.B. Social and Cultural Identities and Experiences

Students will learn assessment content and skills in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.G. Assessment and Diagnostic Processes

Students will learn diagnostic content and skills in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.G. Assessment and Diagnostic Processes

Students will learn counseling theoretical approaches related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.E. Counseling Practice and Relationships

Students will learn counseling developmental approaches related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.C. Lifespan Development

Students will learn career counseling theories and approaches related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.D. Career Development

Students will learn research skills and strategies related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 70%.

CACREP Core 3.H. Research and Program Evaluation

Students will learn individual clinical skills and strategies in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 80%.

CACREP Core 3.E. Counseling Practice and Relationships

Students will learn group skills and strategies in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at two points in time using Key Performance Indicators with a success rate at or above 80%.

CACREP Core 3.F. Group Counseling and Group Work

Students will demonstrate professional dispositions in the practice of counseling related to the clinical mental health and/or school counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

CACREP Core 2.C.2.a.b.c. Individual Student Assessment

Clinical Mental Health Concentration Objectives

- Students will demonstrate *content* knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.
 - CACREP Section 5.C. Clinical Mental Health Counseling
- Students will demonstrate *skills* in the practice of counseling related to the Clinical Mental Health Counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.
 - CACREP Section 5.C. Clinical Mental Health Counseling

- Students will demonstrate professional *dispositions* in the practice of counseling related to the Clinical Mental Health Counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.
 - CACREP Section 5.C. Clinical Mental Health Counseling

School Counseling Concentration Objectives

- Students will demonstrate *content* knowledge related to the School Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.
 - CACREP Section 5.H. School Counseling
- Students will demonstrate *skills* in the practice of counseling related to the School Counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.
 - CACREP Section 5.H. School Counseling
- Students will demonstrate professional *dispositions* in the practice of counseling related to the School Counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.
 - CACREP Section 5.H. School Counseling

Program Review

Annually, faculty members, current students, alumni, and the Counseling Advisory Committee engage in a thorough assessment and evaluation of the mission, purpose, goals, and objectives of the Counseling Program at ULM.

The assessment information is examined in conjunction with accreditation standards set by regional and professional accrediting bodies. Additionally, this data takes into account state and federal-level public policy changes influencing the profession, shifts in the evolving field of

practice, and pertinent new research findings. This comprehensive evaluation guides the integration of acquired information into the curriculum as deemed suitable.

Aim and Scope of the Counseling Program

To cultivate adept practitioners possessing a Professional Counseling Disposition—a set of attitudes and qualities essential for effective and ethical counseling—our program facilitates a structured sequence of educational experiences.

ULM aims to instill the following attributes in each graduate, ensuring they embody the core characteristics crucial for success in the counseling profession:

I. A self-concept encompassing:

- Maturity in self-understanding and self-development
- The ability to examine personal values, their origins, and appropriateness for the counseling profession
- Proficiency in on-going self-examination
- An understanding of educational and counseling processes
- Effective communication of feelings and information
- Attainment and maintenance of openness to diverse populations

II. An attitude toward others that is characterized by the following:

- Respect for the dignity and worth of the individual
- Commitment to the fulfillment of the human potential
- A high degree of sensitivity and acceptance of others' behaviors, values, and lifestyles
- Dedication to community and environmental well-being
- Acceptance of individuals with diverse cultural backgrounds, values, and lifestyles

III. A professional attitude toward counseling and therapy involving:

- A proactive, developmental, and preventative, as well as a crisis and/or remedial model to promote high levels of individual and group functioning and wellness
- Knowledge in his or her specific field of endeavor
- Competence in applying professional expertise
- Knowledge, comprehension, and practice consistent with the ethical guidelines and legal aspects related to the counseling professions

Disposition is continuously assessed during the program using the Counselor Skills Scale (CSS). The CSS serves as a tool to evaluate and gauge the development of essential attributes, attitudes, and professional qualities in our students, providing a comprehensive understanding of their progress and readiness in the field of counseling.

The CSS will be accessible through each student's Tevera account. Tevera is an online platform that serves as a centralized hub for students, providing a digital space where they can access and manage various aspects of their academic and professional development.

Our Commitment to Student Success

The Counseling Program at ULM is committed to advancing and advocating for all students who are admitted to the program. We consider and invite a variety of applicants into the Counseling Program each year and attempt to foster and maintain a safe environment of respect and acceptance for faculty, staff, students, and members of the communities we serve.

We educate and encourage our students to support the ones they work with as clinical mental health and school counselors through our curriculum and clinical experiences that reflects and values respect for all persons.

Evaluation of our Commitment

Every year program faculty members, current students, alumni, and the Counseling Advisory Committee assess and evaluate our above commitment by the Counseling Program at ULM in the same way as the program mission, goal, and objectives.

This comprehensive evaluation guides continuous efforts to improve our program, making sure it stays in line with changing standards and needs.

Sequence of Courses and Caseload for Counseling Students

To optimize learning within the specialty areas (i.e. CMHC and School Counseling) of the curriculum, the faculty has designed the following sequence of courses. This is the order in which students are advised to take required courses. Also, while taking nine hours (three courses)

is considered full time, we strongly recommend taking 12 hours (four courses) for the fall and spring semesters if there are elective options offered during those semesters that are of interest to you.

Clinical Mental Health Counseling (60 credits minimum)

Year One

| Fall 1 Semester | When Courses are Offered | Prerequisite for Practicum |
|--|--------------------------------------|-----------------------------------|
| COUN 5001 Introduction to Professional Counseling* | Fall Only | Yes |
| COUN 5005 Counseling Theories* | Fall Only | Yes |
| COUN 5010 Methods of Counseling* | Fall Only | Yes |
| Elective Option: If there is an elective you wish to take. | <u>Elective List</u> | |
| Spring 1 Semester | | |
| COUN 6063 Law and Ethics in Counseling* | Spring Only | Yes |
| COUN 6067 Group Counseling * | Spring Only | Yes |
| COUN 5022 Lifespan Development* | Spring Only | Yes |
| Elective Option: If there is an elective you wish to take. | <u>Elective List</u> | |
| Summer 1 | | |
| COUN 5060 Career Counseling | Summer Only | |
| Residency #1 | Summer Only | |
| Elective Option: If there is an elective you wish to take. | <u>Elective List</u> | |

Year Two

Fall 2 Semester

| | | |
|--|-----------|-----|
| COUN 5062 Clinical Assessment and Psychometrics* | Fall Only | Yes |
|--|-----------|-----|

| | | |
|----------------------------------|-----------|--|
| COUN 5081 Research in Counseling | Fall Only | |
|----------------------------------|-----------|--|

| | | |
|-------------------------------------|-----------|-----|
| COUN 6052 Multicultural Counseling* | Fall Only | Yes |
|-------------------------------------|-----------|-----|

| | | |
|--|-------------------------------|--|
| Elective Option: If there is an elective you wish to take. | Elective List | |
|--|-------------------------------|--|

Spring 2 Semester

| | | |
|--------------------------------------|-------------|-----|
| COUN 5021 Diagnostics in Counseling* | Spring Only | Yes |
|--------------------------------------|-------------|-----|

| | | |
|--|-------------|-----|
| COUN 5011 Advanced Techniques in Counseling* | Spring Only | Yes |
|--|-------------|-----|

| | | |
|--|-------------------------------|--|
| Elective Option: If there is an elective you wish to take. | Elective List | |
|--|-------------------------------|--|

Summer 2 Semester

| | | |
|---------------------|--------------|--|
| COUN 5065 Practicum | Summer, Fall | |
|---------------------|--------------|--|

| | | |
|--------------|-------------|--|
| Residency #2 | Summer Only | |
|--------------|-------------|--|

| | | |
|--|-------------------------------|--|
| Elective Option: If there is an elective you wish to take. | Elective List | |
|--|-------------------------------|--|

Year Three

Fall 3 Semester

| | | |
|---------------------------------------|----------------------|--|
| COUN 6070 Internship (3 credit hours) | Fall, Spring, Summer | |
|---------------------------------------|----------------------|--|

| | | |
|---|-------------------------------|--|
| Elective Option: Only if there is an elective you wish to take. | Elective List | |
|---|-------------------------------|--|

Spring 3 Semester

| | | |
|--|-------------|--|
| COUN 5067 Principles and Administration of Mental Health Counseling Programs | Spring Only | |
|--|-------------|--|

COUN 6070 Internship (3 credit hours)

**Fall, Spring,
Summer**

Elective Option: Only if there is an elective
you wish to take.

[Elective List](#)

Note. Part-time plans are available through your advisor. Students are required to take a minimum of twelve (12) hours of electives. [The list of electives schedule is found here.](#)

Table 2 CMHC Course of Study

School Counseling (60 credits minimum)

Year One

| Fall 1 Semester | When Courses are Offered | Prerequisite for School Practicum |
|---|---------------------------------|--|
| COUN 5001 Introduction to Professional Counseling | Fall Only | Yes |
| COUN 5002 Theories of School Counseling | Fall Only | Yes |
| COUN 5010 Methods of Counseling* | Fall Only | Yes |
| COUN 5066 School Counseling | Fall Only | Yes |
| Spring 1 Semester | | |
| COUN 6063 Law and Ethics in Counseling* | Spring Only | Yes |
| COUN 6061 Group Counseling in Schools* | Spring Only | Yes |
| COUN 5022 Lifespan Development* | Spring Only | Yes |
| COUN 5063 P&A of School Counseling | Spring Only | Yes |
| Summer 1 | | |

| | | |
|---|--------------------------------------|------------|
| COUN 5060 Career Counseling | Summer Only | |
| Residency #1 | Summer Only | |
| Elective Option: If there is an elective you wish to take. | <u>Elective List</u> | |
| Year Two | | |
| Fall 2 Semester | | |
| | Fall Only | |
| COUN 5049 School Assessment and Psychometrics | | Yes |
| COUN 6052 Multicultural Counseling | Fall Only | Yes |
| COUN 5081 Research in Counseling | Fall Only | |
| Elective Option: Only if there is an elective you wish to take. | <u>Elective List</u> | |
| Spring 2 Semester | | |
| COUN 5021 Diagnostics in Counseling | Spring Only | Yes |
| COUN 5011 Advanced Techniques in Counseling | Spring Only | Yes |
| COUN 5058 School Practicum | | |
| Summer 2 Semester | | |
| Residency #2 | Summer Only | |
| Elective Option: If there is an elective you wish to take. | <u>Elective List</u> | |
| Year Three | | |
| Fall 3 Semester | | |
| COUN 6071 School Internship (3 credit hours) | Fall, Spring, Summer | |

Elective Option: Only if there is an elective you wish to take.

[Elective List](#)

Spring 3 Semester

COUN 6071 School Internship (3 credit hours)

Fall, Spring, Summer

Elective Option: Only if there is an elective you wish to take.

[Elective List](#)

Note. Part-time plans are available through Dr. Moon. Students are required to take nine (9) hours of electives. [The list of electives schedule is found here.](#)

Table 3 School Counseling Course of Study

Elective Opportunities

The Counseling Faculty at ULM value interdisciplinary collaboration with other professions and have allied with the Psychology, Education, Gerontology, and Marriage and Family Therapy Programs to share course electives with our students. Counseling students may now take any of the following online electives below in Counseling, Psychology, Education, Gerontology, and Marriage and Family Therapy and tailor their electives to meet their career goals. Please note courses from Psychology, Gerontology, Education, and Marriage and Family Therapy do not always speak to the practice of counseling because they are other disciplines. It will be your responsibility to sometimes make the connections between the content of these electives and the practice of counseling. Review all the possible electives below or on the [Counseling website](#).

List of Electives

| Counseling Electives | Semester Offered |
|---|-------------------------|
| COUN 6069 Crisis Counseling | Summer |
| COUN 6040 Trauma Counseling | Summer |
| COUN 5025 Addiction Counseling | Even Spring |
| COUN 5026 Advanced Addiction Counseling | Odd Spring |
| COUN 5055 Psychopharmacology in Counseling | Odd Summer |
| COUN 6060 Introduction to Marriage, Couples, and Family Counseling | Fall |
| COUN 6059 Intergenerational Family Systems Therapy | Spring |
| COUN 6062 Human Sexuality in Counseling | Summer |
| COUN 5027 Introduction to Play Therapy | Spring |
| COUN 5028 Advanced Skills in Play Therapy | Even Summer |
| COUN 5030 Child-Parent Play Therapy | Odd Summer |
| COUN 6041 Creative and Expressive Arts in Individual and Group Counseling | Spring |
| COUN Psychosocial Aspects of Disability | Fall |
| COUN A.I. in Counseling | Summer |

Note. Counseling electives are subject to change when they are offered.

Counseling Electives **Semester Offered**

Psychology Electives

| | | |
|-----------|--------------------------------|--------|
| PSYC 5003 | Advanced Child Psychology | Summer |
| PSYC 5005 | Advanced Adolescent Psychology | Summer |
| PSYC 5052 | Behavior Modification | Spring |
| PSYC 5061 | Neuropsychology | Fall |

Education Electives

| | | |
|-----------|---|--------|
| EDLE 5015 | Legal, Ethical, and Regulatory Issues | Fall |
| SPED 5007 | Behavior Management and Classroom Organization for Individualized Needs of Special Learners | Fall |
| ELED 5021 | Expanding Competencies in Classroom Management | Summer |
| CURR 5073 | Assessment and Accountability | Spring |
| EDLE 5007 | School and Community Relations | Spring |

Gerontology Electives

| | | |
|-----------|------------------------------------|--------|
| GERO 5010 | Biology of Aging | Fall |
| GERO 5012 | Social Gerontology | Spring |
| GERO 5032 | Loss, Grief, and Bereavement | Fall |
| GERO 5033 | Grief Assessment and Intervention | Fall |
| GERO 5085 | Theories of Aging, Loss, and Grief | Spring |

Counseling Electives

Semester Offered

Marriage and Family Therapy Electives

| | | |
|-----------|--------------------------------|--------|
| MAFT 7014 | Couple and Marital Therapy | Spring |
| MAFT 7024 | The Ecology of Psychopathology | Spring |

Table 4 List of Electives

Focus Areas

Due to the number of electives now available to students, focus areas may now be created between the student and their advisor. Please note **these are not official focus areas and will not show up on your transcript**, they are simply informal ways you can specialize your electives in the program. The focus area electives that may be of interest below can be revised during the advising process and are as follows:

Pediatric Focus - Electives

Completion of required Counseling coursework (48 for CMHC; 51 for School).

| | | |
|-------------|---------------------------------|----|
| COUN 5027 | Introduction to Play Therapy | 3 |
| COUN 5028 | Advanced Skills in Play Therapy | 3 |
| PSYC 5003 | Advanced Child Psychology | 3 |
| PSYC 5052 | Behavior Modification | 3 |
| Total Hours | | 60 |

Table 5 Pediatric Focus

Geriatric Focus - Electives

Completion of required Counseling coursework (48 for CMHC; 51 for School).

| | | |
|-------------|-----------------------------------|----|
| GERO 5010 | Biology of Aging | 3 |
| GERO 5012 | Social Gerontology | 3 |
| GERO 5032 | Loss, Grief, and Bereavement | 3 |
| GERO 5033 | Grief Assessment and Intervention | 3 |
| Total Hours | | 60 |

Table 6 Geriatric Focus

Marriage & Family Focus - Electives

Completion of required Counseling coursework (48 for CMHC; 51 for School).

| | | |
|-------------|--|----|
| COUN 6060 | Introduction to Marriage, Couples, and Family Counseling | 3 |
| COUN 6059 | Intergenerational Family Systems Therapy | 3 |
| COUN 6062 | Human Sexuality in Counseling | 3 |
| MAFT 7014 | Couple and Marital Therapy | 3 |
| Total Hours | | 60 |

Table 7 Marriage and Family Focus

Practicum & Internship (P & I)

All students complete Practicum and Internship (P & I) as required field experiences in their program. Because expectations differ by specialty, Clinical Mental Health Counseling (CMHC) and School Counseling (SC) each have their own Practicum & Internship Handbook that provides detailed guidance on timelines, requirements, site selection, supervision, and documentation.

General information about P & I—and access to the appropriate handbook—is available in the ISC Canvas Practicum & Internship Hub, which is added to each student’s Canvas dashboard during their first semester. Students are expected to review these materials early to support timely planning and advising.

Practicum consists of 100 total hours, while Internship consists of 600 total hours completed over two semesters. These experiences allow students to apply counseling skills in real-world settings under supervision and in alignment with CACREP and program standards.

The Practicum & Internship Coordinator serves as a primary support throughout the fieldwork process. In addition to providing individual guidance related to planning, site and supervisor approval, and program requirements, the Coordinator hosts P & I orientation sessions each fall, which are open to all students and designed to help students understand expectations and prepare for future fieldwork.

Online Format and Systems Used by the Counseling Program

Canvas. The Counseling Program at ULM is 100% online. The online learning management system that ULM utilizes for online courses is Canvas. Canvas is where the content of your courses will be stored each semester (e.g., recorded lectures, readings, syllabi, quizzes, discussion boards, etc.) and is similar to other platforms such as Blackboard, Moodle, and D2L. During the orientation, we will orient you to the basics of Canvas, and there are additional training videos for Canvas on our program website. Students can access Canvas through their [myULM portal](#).

Zoom. The Counseling Program uses Zoom for synchronous interactions. Synchronous interactions can consist of many activities, such as admissions interviews, orientation, skills training, supervision, advising, discussion boards, and other student meetings. During the orientation, we will cover some basic Zoom training and answer questions you might have. ULM does not provide professional Zoom accounts to students. Students can sign up for a free account through Zoom and this will suffice.

Tevera. Tevera is an information management system that was adopted by the Counseling Program. This system stores data for each student related to their Key Performance Indicators (KPI) for the core areas of counseling and specialization areas, and time logs and evaluations for Practicum, School Practicum, Internship, and School Internship courses. Upon being accepted into the Counseling Program, students will purchase a Tevera account for \$200 that will serve as a deposit that will secure their place for the upcoming semester. This account will be a lifetime account that students can retain the data listed above, as well as their post-graduation hours for licensure. Students must obtain their Tevera account before signing up for fall classes. Students can access their Tevera account when they create an account.

Eligibility to Remain in the Counseling Program

A student may be terminated from the master's program and from further graduate work at The University of Louisiana at Monroe and the Counseling Program for any of the following academic reasons:

1. The student's cumulative grade point average falls below 3.0.
2. The student receives any final course grade lower than a "C."
3. The student receives more than six semester hours of grades of "C" in graduate courses.
4. If a grade of "B" or above cannot be attained in any of the skills courses after two attempts. The skills courses are COUN 5010 (Methods), COUN 5011 (Techniques), COUN 6067 (Group), and COUN 5065 (Practicum).

Students earning a "C" or below in any of the skills courses, as defined above, must retake the course, earning a "B" or higher.

The program has a responsibility to ensure that graduates adhere to the minimum standard of professional behavior. A student may therefore also be terminated from the program if his or her behavior is deemed unprofessional. Examples of such behavior are failing to uphold the Code of Conduct of ACA in clinical work; threatening or harassing faculty, staff, or another student; or engaging in illegal activities. The policy of the College of Health Sciences shall be followed relative to appeals by the student.

Appeal. A graduate student who is denied admission to or further continuance in the program may appeal for admission or readmission. An appeal must conform to the requirements of the Graduate School and the College of Health Sciences. For further information about the appeals process, see page 27 of the [ULM Student Handbook](#), or the [Graduate Council website](#).

Student Admittance, Performance, Evaluation, Retention, and Academic Appeals Policy

Student progress and professional growth are monitored closely throughout the program on at least three levels: academic performance, skills attainment, and professional decorum (i.e., the behavior and demeanor becoming and appropriate for persons becoming mental health professionals).

Admittance and Academic Performance

Before a student enters the program, the Program Director serves as their initial advisor and helps them choose a concentration (i.e. CMHC, School, Combined), and create an informal degree plan. This informal degree plan will serve as a guide for what courses to take which semester and what electives will be taken. Formal degree plans are created automatically in Degree Works by the Graduate School.

Upon admission to the program, students will be assigned to an advisor, however, they may reach out to any core faculty member they are comfortable with to discuss their career goals and academic progress for advising. **It is the student's responsibility to stay in touch with faculty for advising.** The relationship is of vital importance and provides a mentoring link throughout the students' professional development and into the field of practice. The curriculum is sequenced and should be taken in the prescribed sequence to ensure maximum benefits and comprehension.

Graduate School policy requires that students maintain a 3.0 ("B") average throughout their program. If students fall below a ("B") average for any one semester, they are given one semester to bring their GPA up to 3.0 minimum. If they do not do so, they may be released from the program. If a student earns more than two "C"s, they may be released from the program. A failing grade ("F") in any course will result in being released from the program; the affected student should contact his or her major professor immediately for advice and counsel in the matter. Students who choose to appeal to be re-admitted to the program can find out more about the policies and procedures [here](#).

Appealing a Grade

If a student wishes to appeal a grade they received, they can find the policies and procedures here at the [Course and Grade Appeal Policy](#).

Student Retention and Remediation Policy (SRRP)

All students are expected to make satisfactory progress towards their academic and professional goals. The faculty meet each semester to review student progress as well as to identify areas for student and program improvement.

In accordance with the American Counseling Association Code of Ethics Standards F.5.b, F.9.b, and F.9.c and the Council for Accreditation of Counseling and Related Educational Programs, faculty members are to assist in addressing any concerns that might impede student performance. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified will a process for program dismissal be initiated. In all other cases, the Counseling faculty will work diligently with students to ensure that the concerns are resolved, and that the student remains in good standing in the program.

Policy on the Retention and Remediation of Students

The purpose of this policy is to clarify the areas of competent and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible. The Student Remediation Plan is listed below.

Problematic Behaviors

Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status. These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide counseling services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the American Counseling Association Ethical Guidelines (2014) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

Informal Identification of Problems

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Counseling faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Counseling faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Counseling faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible problematic behavior has been identified, the faculty will meet with the student to review the evaluation, and to determine whether a problem exists. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?

- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the ULM [Student Handbook](#). Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the remediation plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation

plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Remediation Interventions

Remediation interventions may consist of, but are not limited to the following:

- Personal therapy
- Increased faculty contact
- Increased supervision
- Repeat academic/clinical courses
- Removal from clinical work
- Additional assignments (journaling, research papers, tutoring)
- Require extra courses
- Leave of absence
- Workshops
- Dismissal from program

Student Remediation Form

Student Performance Review Cover Sheet

Date of Initial Meeting with Student: _____

Faculty Members Present (Must include Program Director and Student's Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation: _____

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor _____

Date _____

Program Director _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student:
(Does not indicate agreement)

Date:

Student Performance Remediation Plan & Evaluation

(check one) Initial Plan Review Follow-up Final Review

Student:

Date:

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Table 8 Areas of Concern

Remediation Plan and Schedule

Area

| Specific Behavioral Objectives | Method of Remediation | Target Dates | Met? Y/N |
|--------------------------------|-----------------------|--------------|-------------|
| A | | | |
| B | | | |
| C | | | |
| D | | | |

Table 9 Behavioral Objectives

Progress Since Last Review (if applicable): _____ Sufficient

Insufficient

Comments and Recommendations:

Date of Next Review (if applicable):

Student Reactions:

Signatures:

Student

Signature:

Advisor:

Program Director:

Professional Decorum

Counselor educators are required by the American Counseling Association code of Ethics to monitor the student's progress. As stated in the *ACA Code of Ethics* (2014), "Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitation of students and supervisees that might impede performance. Counselors assist students and supervisees when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them." (Section F: Teaching, Training, and Supervision, F.3.a, Limitations.) What this means is that there is more to evaluation than the academic performance of a student.

If the faculty senses that a student or supervisee has personal limitations that would impair him or her from being able to provide mental health care services, they may recommend that the student take additional course work to remedy the limitation(s), take some time off from their course work and seek personal counseling from an appropriately credentialed mental health professional, or that the student consider another career path. In extreme cases, the student may be administratively terminated from the program. Ideally, these decisions would be made with the consensus of both the faculty and the student in question. In every case, the faculty will attempt to work with the student to address specific limitations in a manner that will ensure the success of the student and protect the profession and any future clients the students may have.

Counseling for Students

Counseling demands a unique quality that sets it apart from many professions — the necessity of self-awareness. Since the self of the counselor is an essential component of effective counseling, it is vital that we nourish our own wellness. It is also important for counselors to understand that there are risk factors inherent in the work and that noticing signs of stress or distress is a sign of health, not impairment.

For students to be more self-aware, practice healthy coping skills, and understand the perspective of the client, they will attend counseling sessions during their graduate studies. They will be required to attend counseling sessions at the beginning of the Counseling program as a requirement for COUN 5001 - Introduction to Professional Counseling. Students will find a mental health clinician in their area or online to meet this requirement. If the student is currently seeing a counselor, they may use that as their experience.

For students who are local to the Monroe, LA area and can visit campus, ULM provides free counseling services to students at the [Self-Development, Counseling, and Special Accommodations Center](#). Students can learn more about their services at their website, or they can call to make an appointment at 318-342-5220. Students who are not close to campus can find counseling services in their area at [Find Treatment](#) at SAMHSA or [Find A Therapist](#) at Psychology Today for in-person or virtual counseling. Inexpensive telehealth counseling can be explored at [SolHealth](#).

Disability Services/Special Accommodations

Students requesting accommodations during their time in the program should contact the university [Self-Development, Counseling, and Special Accommodations Center](#) several weeks prior to the start of the semester at 318-342-5220. Students with disabilities are encouraged to apply for accommodations. Students are responsible for providing any accommodations documentation they receive to their professors. [ULM's official accommodations guidelines and policies are found here.](#)

Student Background Check

I. PURPOSE

To provide the faculty, staff, and students with the policies and procedures for managing student background checks.

II. POLICY

Background checks are required of Counseling students in order to participate in clinical work in the Counseling Program. This policy was established to comply with CACREP accreditation standards and the policies of the College of Health Sciences. This policy includes initial background checks.

PROCEDURE

All Counseling students must complete a background check from www.CastleBranch.com prior to beginning any clinical work (semester prior to Practicum course). The results will be valid throughout all clinical work in the Counseling Program.

All Counseling students will be informed of the background check policies both in the student handbook, program orientation, and when applying for Practicum.

Students must request a background check from [Castle Branch](#) where they will register and pay for the service. The following steps outlined below should be followed by the student:

- Following the instructions provided by the Program Director the student should complete the on-line form at [Castle Branch](#)
- Upon completing the forms, the student should be prepared to pay the fee for the background check to be processed. This fee includes a national criminal background search.
- The student will receive a password and will be able to access the results when available.
- A receipt for the payment of the background check must be presented to the P&I Coordinator to serve as proof of registration.
- All results will be sent to the P&I Coordinator for the college by [CastleBranch.com](#). The P&I Coordinator will review the results and will inform the Program Director if the student is cleared for clinical work or if information of concern exists.
- If information of concern exists on the background check, the student must meet with the Counseling Program Director and P&I Coordinator. The issues leading to the charge will be discussed and a plan of action relevant to the specifics of the situation as it relates to professional practice developed. The student may or may not be allowed to begin clinical work.
- Failure to follow the background check policies will result in the student being unable to begin clinical work.
- Upon request, the results of the background check will be made available to all internship site administrative supervisors participating in the student's clinical training. The student is responsible for providing these results to the internship site.
- If there is information of concern on the background check and the student is allowed to continue on to clinical work, the internship site has the right to deny the student's placement at the site. Each practice site will determine whether the student may participate at that site and the decision will be independent from any determination by the Counseling Program. However, if the Counseling faculty makes the determination that a student cannot participate in clinical work, that decision applies to both work at the CCC and at internship sites.

- The policy outlined in the document entitled *Plan of Action for Background check Concerns* will be followed.
- Students have full access to the results of the background check through CastleBranch.com. Records will be archived by CastleBranch.com.

Note: All 50 states require licensure to practice as a Licensed Professional Counselor. **A felony conviction may affect a graduate's ability to attain state licensure.** Therefore, if an applicant/student is concerned about an issue, the status of this must be addressed with the particular state's licensing board prior to the clinical portion of the program.

Plan of Action: Background Check Concerns

Students must follow the policy and procedures for background checks as dictated by the College of Health Sciences Background Policy.

If concerns are noted in the background screening, the following plan of action will be taken:

1. The P&I Coordinator, will contact the Counseling Program Director.
2. Students will be contacted by the Counseling Program Director if information of concern arises.

If the information of concern revealed through the background screening is a *felony* offense the following actions will occur:

1. The student will meet with the Program Director and P&I Coordinator. Information from the Counseling **Student Background Check Policy** and **Plan of Action: Background Concerns** will be reviewed. During initial orientation to the program, the student was provided with these policies, policies were reviewed, and the student signed forms indicating that they had read and understood the policies.
2. The ACA Code of Ethics will be reviewed with the student.
3. The student will be provided with contact information for state licensure boards to determine the likelihood of being able to obtain licensure.
4. The issues leading to the charge will be discussed and a plan of action relevant to the specifics of the situation as it relates to professional practice developed. The student may or may not be allowed to begin clinical work.
5. If clinical work is approved, the practice site will determine whether the student may participate in that setting. This decision will be independent from any determination by the University of Louisiana at Monroe's Counseling Program or College of Health Sciences.
6. If the practice site refuses to allow the student to participate in training, it is the responsibility of the student to find an alternative placement.
7. If no alternative placement can be secured due to the results of the background check, the student will be unable to complete the requirements of the program.

If the information of concern revealed through the background screening is a *misdemeanor* offense the following actions will occur:

1. The student will meet with the Counseling Program Director and P&I Coordinator. The ACA Code of Ethics will be reviewed with the student.
2. The student will be provided with contact information for state licensure boards to determine the likelihood of being able to obtain licensure.

Applicant Interviews and New Student Orientation

Once the program faculty members receive completed applications, they are all reviewed and evaluated. A select number are chosen for an interview, and from them finalists are selected. Students are notified by the Graduate School of their admissions status. Once accepted, students purchase their Tevera account to serve as a deposit to hold their place for the fall and then receive an electronic Student Handbook. A live Zoom orientation is provided the week before the fall semester begins and is recorded for students who cannot attend. Applicants are also informed that they should ask any questions they have after reading the handbook by contacting the Program Director. They are also informed that acknowledgements of reading and understanding the handbook are to be signed and returned prior to registering for classes.

Accepted students will not be able to register for classes until their Tevera accounts are purchased and acknowledgements are signed and received by the Program Director. This form is found at the end of the handbook. Accepted students must begin classes the semester for which they are accepted, otherwise they must reapply to the program.

Tevera

Tevera is an information management system that was adopted by the Counseling Program. This system stores data for each student related to their Key Performance Indicators (KPI) for the core areas of counseling and specialization areas, and time logs and evaluations for Practicum, School Practicum, Internship, and School Internship courses. Upon being accepted into the Counseling Program, students will purchase a Tevera account for \$200 that will serve as a deposit that will secure their place for the upcoming semester. This account will be a lifetime account that students can retain the data listed above, as well as their post-graduation hours for licensure. Students must obtain their Tevera account before signing up for fall classes.

Residencies

Students will attend two virtual residencies during their time in the Counseling Program. The residencies will be held in the summer of each year, starting in the summer of 2027. It will be divided into two sections, the first section will be for first-year students, and the second section will be for second-year students.

First year students will primarily focus on learning and practicing basic clinical skills, ones they learned during their first semester in the program. Second year students will have the option of learning about one of four advanced topic areas in clinical mental health and school counseling. Students will have the option of learning and practicing advanced skills such as for example play therapy, EMDR, or advanced family therapy approaches.

School counseling students will develop and practice psychoeducation groups for K-12 schools. Students will also be evaluated for their professional dispositions during their basic and advanced skills training, for things like how they receive feedback, ethical behavior, and how they work in their groups. Clinical skills and professional disposition will be assessed during this time using the CCS-R. Details about when the residencies will be held are found on the [Counseling Program website](#).

Student Survey

Students will have the opportunity to evaluate their residency experience. A survey will be e-mailed to students after the residency has ended. These surveys address student opinions about perceived growth in specific program outcomes as well as overall satisfaction.

Counselor Licensure Requirements by State

All 50 states of the United States, the District of Columbia, and Puerto Rico possess counselor licensure and school counseling certification. For many states, possessing a 60-hour master's degree in counseling from a CACREP-accredited program meets the educational and Practicum/Internship requirements needed to pursue licensure and/or certification.

However, some states have course requirements and Practicum/Internship requirements in addition to having a degree from a CACREP-accredited program. Since the Counseling Program at ULM accepts students from all over the United States, the counseling faculty provide the resource below so students and applicants can determine if the state in which they want to pursue licensure and certification has any extra requirements. If so, students can work with faculty to build these requirements into their plan of study. Please visit the ULM Counseling Program website and review your state's individual requirements and how the Counseling Program can meet these requirements.

Student Assessment During the Program

Counseling students will be assessed both during their time in the program using formative and summative evaluations to determine if they are qualified to become professional counselors. These evaluations will cover their mastery of the counseling content/knowledge, their skill attainment, and their professional disposition. These are described below.

Content/Knowledge Mastery and Key Performance Indicators

Course grades will be used to determine student mastery of the content from required and elective coursework. In addition, specific counseling content will be evaluated as Key Performance Indicators (KPI) using specific assignments, activities, examinations, etc. from required classes. Within the required coursework, students will be formally evaluated at two points in time on each of the eight core areas of counseling and specialty areas (i.e. CMHC, School) set forth by CACREP. These assessments, or KPIs, will be imbedded within assignments, examinations, etc. within specific coursework that are related to the eight core areas of counseling. Students will receive a grade on their performance of these activities and will receive an evaluation as a KPI assessment. The KPI evaluation should reflect the grade on the activity; for example, if a student earns an A on their final exam (which is the KPI for the class in Diagnostics in Counseling), their KPI evaluation should reflect their performance.

The KPI evaluations are part of ULM's accreditation requirements set forth by CACREP. All KPI evaluations and narrative feedback are scored and stored in each student's Tevera account, students are encouraged to view their feedback within their accounts. The first KPI (KPI#1) for the eight core areas of counseling and specialty areas (i.e. CMHC, School) is embedded in the

content classes and the second KPI (KPI#2) for the eight core areas are embedded in the Practicum and Internship courses. This is in alignment with the 2024 CACREP standards. Each core area and specialty area will have its own KPI#1 and KPI#2.

KPI Scoring

One of the purposes of the KPI evaluations is to demonstrate student progress in the mastery of content areas of core and specialty areas of counseling over time. So, if students perform well on their first KPIs they will receive scores of 3 or 4 out of 5. A score of 3 or 4 shows they are on the right track. If students do well on their second KPIs, they will receive scores of 4 or 5, demonstrating growth. For each KPI in the core or specialty area, students must receive at least a 70% total score.

If it is indicated that a student's overall KPI score is under the required threshold, they will reach out to their professor to schedule a meeting with them to develop a plan to remediate the score. The specific process for each student will be dependent on what the score was and what the assignment was, so there will not be a standardized approach to resolving the low score. Some possible plans to remediate the score, depending on the assignment, would be to re-write the paper, re-take the exam, redo the presentation, or demonstrate the mastery of the content in some other way. The regraded assignment will be averaged with the original score and that will be the new KPI.

When analyzing a KPI score to determine if the minimum threshold was met, the Counseling faculty looks at the total score of the scale. For example, if there are 10 standards in a KPI that were used and nine of them scored a 4 (90%) on the Likert scale and one scored a 1 (60%), the total score would be 87% and above the minimum threshold.

Skills Attainment and Professional Disposition

Upon completion of five skills courses (COUN 5010: Methods of Counseling; COUN 5011: Advanced Techniques of Counseling; COUN 6067: Group Counseling; COUN 5065/5058: Practicum/School Practicum; COUN: 6070/6071: Internship/School Internship), the instructor of each course will rate a student's skills ability and professional disposition using the Counselor

Competence Scale – Revised (CCS-R). In addition, students must pass the course with a “B” or higher to move to the next skills course. Like the KPI scoring above, students must demonstrate growth in their clinical skills and disposition over time, so students who first score with scores of 3 or 4 are doing good. By the time they reach the end of the program, their scores on the CCS-R should be 4’s and 5’s. For Practicum and Internship, midterm evaluations using the CCS-R will serve as a formative evaluation and the final evaluations will be their summative evaluations. For each CCS-R evaluation, students must receive at least an 80% total score.

If it is indicated that a student’s overall CCS-R score is under the required threshold, they will reach out to their professor to schedule a meeting with them to develop a plan to remediate the score. The specific process for each student will be dependent on what the score was and where the deficiency lies, so there will not be a standardized approach to resolving the low score. The regraded assignment will be averaged with the original score and that will be the new CCS-R score.

Comprehensive Exam: Counselor Preparation Comprehensive Examination

The Counselor Preparation Comprehensive Examination (CPCE) is used as the Program’s comprehensive exam. The CPCE was developed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (these are affiliates of the National Board for Certified Counselors). It is a highly valid and reliable way to make judgments about a student’s progress toward mastery of the subject matter of professional counseling. **There is a fee to take the exam. The fee is paid during online registration.**

The comprehensive examination (comps) is an exit examination required of all master’s degree counseling students. It is ordinarily taken while students are enrolled in internship and near the end of their program. To be eligible for the comprehensive examination, students must have completed all the core courses and be in good standing. Core courses include the following:

- Introduction to Professional Counseling
- Law and Ethics in Counseling
- Lifespan Development
- Counseling/School Counseling Theories
- Methods of Counseling

- Group Counseling/Group Counseling in Schools
- Clinical/School Assessment and Psychometrics
- Career Counseling
- Multicultural Counseling
- Research in Counseling

The purpose of this examination is to determine whether students have attained the level of knowledge in the field of counseling which can ensure minimal competence in the field.

Please note, comps are not given during the summer. Students graduating in the summer must take comps the prior spring semester. Instructions for how to register for comps will be provided during the fall semester of your final year.

Benefits of the CPCE are that the test:

- (1) Provides master's programs with a comprehensive exam that meets psychometric standards.
- (2) Gives programs an objective view of the knowledge level of their students.
- (3) Allows programs to examine student functioning in various curricular areas.
- (4) Promotes longitudinal self-study.
- (5) Compares a program's results to national data.
- (6) Stimulates integration of knowledge learned in separate courses.
- (7) Gives students comparative strength/weakness feedback.

Administration and Evaluation of CPCE. The CPCE, a national standardized test, is administered by a testing center near to the student. After each examination, upon obtaining the results from the CPCE examination office, students should send their results to the designated faculty member for filing. A score of 70 (not 70%) or higher is considered passing. Students have three chances to pass the examination, if they fail the CPCE three times they will be dismissed from the program.

Accreditation Status

The University of Louisiana at Monroe is accredited by the Southern Association of Schools and Colleges (SACS) and the Counseling program is accredited by CACREP. The following concentrations hold the accreditation indicated:

| Program | Accreditation and Status |
|-----------------------------------|---------------------------------|
| School Counseling | CACREP accredited |
| Clinical Mental Health Counseling | CACREP accredited |

Student Involvement in Professional Counseling Associations

As emerging professionals, students are encouraged to join counseling organizations at the national, regional, and state level, and take part in them through conference attendance, presentations/poster board presentations at conferences, webinars, podcasts, etc. We recognize such organizations that are [ACA, ASCA, and/or ACA/ASCA affiliated](#). Many of the courses within the curriculum offer opportunities to engage in such activities as extra credit.

Students are not only encouraged to join counseling organizations but are also encouraged to run for student membership positions on the associated boards and to attend the conferences associated with the associations. Every year national, regional, and state counseling associations hold conferences all over the United States that is both in-person and virtual that our students attend.

Most years, there are faculty members and students who present at in-person or virtual conferences. Students are encouraged to reach out to faculty and get involved in their research projects and/or seek guidance about their own research pursuits. Please review our [student accomplishment page](#) on our website to see how students are getting involved.

Professional Recommendations for Credentialing and Employment

The Counseling Program faculty provides letters of recommendation for worthy graduates who are seeking provisional licensure, admittance to a doctoral program, and for future employment. Letters of recommendation are provided at the discretion of the faculty member whose recommendation is being requested. These decisions are made on a case-by-case basis at the time of request. Academic as well as clinical performance may be taken into consideration in determining whether or not to provide a professional recommendation. The Counseling faculty will only provide letters for those who they believe are qualified for the endorsement (ACA Code of Ethics, Sec. F).

Transfer of Credit

Transfer credit and ULM credit may not total more than 12 credit hours. Students may transfer graduate coursework taken at ULM from one program to another or from non-degree status to a degree program. The coursework replacing core courses must come from a CACREP accredited, must be approved by the Counseling Program Director, and cannot be older than six years old by the time of graduation. Coursework replacing elective courses must be “counseling related” and not be older than six years by the time of graduation. Only grades of “B” or above may be transferred. Only 12 hours earned as a non-degree student at ULM may be transferred to a degree program. Transfer credit must meet the following requirements:

1. Credit must be earned in residence at a regionally accredited college or University.
2. Credit may be accepted as applicable to the student’s degree program.
3. A grade of “B” or better must be earned.
4. Credit must have been obtained within the six-year time limit for the master’s degree program.
5. Credit for core coursework must be from a CACREP accredited program.

Transfer credit must be presented and accepted during the first semester or summer session upon entering ULM. The Program Director will make final authorization of transfer credit.

Professional Counseling Certification and Licensure

The National Board of Certified Counselors (NBCC) offers two certifications for individuals with master's degrees in counseling: National Certified Counselor (NCE) and National Clinical Mental Health Counselor (NCMHC). In addition, each state of the union has their own licensure laws, regulations, and requirements. Some states require coursework that is above and beyond the CACREP core standards. The Counseling Program developed a chart on the Counseling Program website that links to all 50 state licensure boards and their individual requirements. Students can find their states' requirements using the [Counseling Program website](#).

ULM COUNSELING AGREEMENT OF TERMS FOR ACCEPTANCE INTO THE PROGRAM

Agreement of Terms for Acceptance into Program

I _____, by signing this document verify that I received a copy of the Counseling Student Handbook and the Practicum/Internship Handbook. I understand that it is my responsibility to read the handbooks and become familiar with the policies of the ULM Counseling Programs. I further understand that it is also my responsibility to consult with my initial advisor before the fall semester, if I have questions, or if there is any policy that is unclear. I also understand that the counseling program is in a state of transition and policies and dates are being changed and/or updated while I am in the program. I understand I will purchase a Tevera account before I begin my first semester in the program.

I understand that as part of the counseling program I will attend two three-to-four-day in-person residencies during my time in the program. These residencies will allow students to further develop clinical skills and receive advanced training from faculty. The residencies are required by CACREP; there are no exceptions. The cost of the workshop currently is \$1,850.00. Future residency costs may differ. While faculty will make every effort to keep the cost of future residencies at the set price, it cannot be guaranteed. Please plan your finances accordingly.

I further understand that the Counseling Program is a professional program, and as such, students can be dismissed for nonacademic reasons: if I lack the necessary skills and knowledge needed to successfully help clients, if my behavior is deemed unprofessional, unethical, or can cause harm to clients. International students may be accepted into the program and complete the program in their home country. However, international students must meet all standards of the program in terms of content courses, attending in-person residencies, Practicum, and Internship. If they cannot meet the standards and requirements set forth by the program, they will not be permitted to graduate.

It is further understood that the Counseling Program is a professional program where students must be able to demonstrate their skills. All counseling students will be required to attend counseling sessions during their educational experience to gain experience as a client and to address issues that may serve as a barrier to their ability to be counselors.

Often students have issues and “blind spots” that hinder their ability to work with clients, in such cases, the student may be asked to seek additional personal counseling. Refusal to attend these recommended counseling sessions or not developing the necessary skills to effectively help clients may result in dismissal from the program.

Students who do not demonstrate professional and ethical behavior as outlined in the ACA Code of Ethics and the ACA Multicultural Competencies will be dismissed from the Counseling Program.

Students must pass the comprehensive examination (CPCE) to graduate from and complete the counseling program. Students are allowed three attempts to pass the comprehensive exam. Failure to pass after three attempts will result in dismissal from the Counseling Program.

In summary, I _____ have read the above statements and understand and accept the stated terms and conditions of the Counseling Program. I further understand that I will be unable to register for classes until this acknowledgement has been received in the program office.

Student Signature

Date

Please read, sign, and return this page to Thomas Foster to be placed in your file. Be sure that you receive a signed copy of this statement for your own records.

Artificial Intelligence Use Policy for the ULM Master of Science in Counseling Program

Purpose

Artificial intelligence (AI) technologies are increasingly present in academic, professional, and clinical environments. AI tools may enhance student learning and support academic work when used appropriately; however, they may also be misused in ways that undermine academic integrity and professional development. The purpose of this policy is to establish clear expectations for student use of artificial intelligence in counseling program coursework and to ensure transparency regarding faculty expectations. This policy adopts a structured approach to AI use in coursework similar to policies developed in other professional education programs that distinguish between different levels of permitted AI use and require faculty to clearly communicate expectations to students (University of Louisiana Monroe College of Pharmacy, 2024).

Participation in a course within the counseling program constitutes an acknowledgment that the student has read, understands, and agrees to comply with the artificial intelligence policy designated for that specific course.

Transparency Protocol for Course AI Use

Faculty members are required to clearly disclose expectations regarding the use of artificial intelligence in each course. At the beginning of each semester, the instructor must designate the course as one of the following categories of AI use: No AI, Conditional AI, or Unrestricted AI. This designation must be clearly stated in the course syllabus and communicated to students at the beginning of the course. See Appendix B for syllabus content suggestions.

The purpose of this transparency protocol is to ensure that students understand the expectations for the use of AI in each course and that faculty maintain clear and consistent standards regarding academic integrity and professional skill development. If a course syllabus does not explicitly state whether the course follows a No AI, Conditional AI, or Unrestricted AI model, the course will default to the Unrestricted AI category.

AI Use Categories

Courses in the counseling program may adopt one of three models of artificial intelligence use: No AI, Conditional AI, or Unrestricted AI. These categories allow faculty to align expectations regarding AI use with the learning objectives of the course, and the types of assignments students are asked to complete.

No AI

In courses designated as No AI, students are not permitted to use artificial intelligence tools for any portion of coursework or assignments. This designation may be appropriate in courses where the learning objectives emphasize the development of independent critical thinking, writing, and professional reasoning skills.

The use of AI tools in a course designated as No AI will be considered a violation of academic integrity and a violation of the course AI policy. If AI misuse is suspected, the instructor will follow the violation process outlined in this policy.

Conditional AI

In courses designated as Conditional AI, students may use artificial intelligence tools only in specific circumstances or for particular assignments as determined by the instructor. Instructors must clearly identify which assignments permit AI use and describe the expectations for how AI may be used.

Courses designated as Conditional AI must implement the MInE transparency protocol for AI disclosure. The MInE protocol requires students to disclose three components of their AI use: the model used, the input provided to the system, and the evaluation process used to assess the accuracy and appropriateness of the AI-generated content (Overono & Ditta, 2025). See Appendix A for MInE protocol template.

The Model component requires students to identify the AI system used, including the model and version when possible, and the date the system was used. The Input component requires students to describe the prompts used to generate AI output and the purpose of the interaction. The Evaluate component requires students to explain how they critically reviewed the AI-generated content, including how they fact-checked the information and ensured that the output aligned with course expectations.

Requiring students to disclose their use of AI in this way promotes transparency, supports ethical reflection, and encourages students to critically evaluate AI-generated content rather than relying on it uncritically. This approach also aligns with emerging recommendations in counselor education that emphasize intentional and reflective integration of AI while maintaining ethical responsibility and professional judgment (Shoemaker et al., 2025).

Students remain responsible for the accuracy, integrity, and originality of all submitted work. Even when AI use is permitted, students are expected to critically evaluate AI-generated content and ensure that their work reflects their own understanding and engagement with course material.

Unrestricted AI

In courses designated as Unrestricted AI, students may use artificial intelligence tools to support their coursework unless otherwise specified by the instructor. This category recognizes that AI tools may serve as research, drafting, and learning support when used responsibly.

Students must disclose when AI tools have been used to generate or substantially assist with course assignments and remain fully responsible for verifying the accuracy, appropriateness, and integrity of any AI-generated material included in their work.

Counselor education programs have increasingly recognized that artificial intelligence will influence professional practice, supervision, documentation, and training environments. For this reason, students must develop the capacity to engage with AI tools thoughtfully while maintaining ethical responsibility, critical thinking, and professional judgment (Shoemaker et al., 2025).

Definition of AI Misuse

For the purposes of this policy, AI misuse refers to the use of artificial intelligence tools in a manner that violates the AI designation of a course (No AI, Conditional AI, or Unrestricted AI), misrepresents the student's authorship, or undermines academic integrity. AI misuse includes, but is not limited to, submitting AI-generated content as one's own work without disclosure when disclosure is required; using AI tools in courses or assignments where their use is prohibited; failing to follow course-specific AI guidelines; fabricating or failing to verify AI-generated information such as citations or factual claims; or providing sensitive, copyrighted, or restricted materials to AI systems in ways that violate ethical or institutional standards. Because AI-generated outputs may contain inaccuracies or fabricated information, students remain responsible for critically evaluating and verifying any AI-assisted content included in their work and remain fully accountable for the accuracy, integrity, and originality of all submitted assignments.

Violation Process

Suspected misuse of artificial intelligence or violation of the AI designation for a course will be treated as a potential academic dishonesty issue. If an instructor suspects that a student has misused AI or violated the course's designated AI use policy, the instructor will initiate a consultation process prior to contacting the student.

The instructor will consult with the student's academic advisor or another faculty member and a member of the program's AI committee. When initiating this consultation, the instructor will provide documentation that includes the assignment description, the specific reasons for suspicion, and examples from the student's submission that support the concern. This

consultation process is intended to promote fairness, consistency, and careful evaluation before determining whether a violation has occurred.

If the consultation process confirms that the concern is valid, the program director will be notified. The program director will then issue written notification to the student indicating that they have been flagged for inappropriate use of artificial intelligence or for violating the course's AI designation.

At the time of the first notification, no additional disciplinary action is required beyond documentation of the incident. However, the student will be informed that subsequent violations may result in further consequences.

If a second violation occurs, disciplinary action may be taken at the discretion of the program director. Possible consequences may include failing the course or dismissal from the counseling program.

References

Overono, A. L., & Ditta, A. S. (2025). The use of AI disclosure statements in teaching: Developing skills for psychologists of the future. *Teaching of Psychology*.

Shoemaker, S., Freeburg, N., & Duquette, K. (2025). Artificial intelligence in counselor education: Innovative strategies for teaching, supervision, and clinical training. *Journal of Counselor Preparation and Supervision*, 19(3), 1–34.

University of Louisiana Monroe College of Pharmacy. (2024). *Student use of artificial intelligence*. Approved by the Pharmacy Administrative Council.

MInE Artificial Intelligence Disclosure Template for Student Assignments

Students must include the following disclosure statement at the end of any assignment in which artificial intelligence tools were used when AI use is permitted in the course. The purpose of this disclosure is to promote transparency, ethical use of technology, and critical evaluation of AI-generated content. The disclosure follows the MInE framework, which asks students to report the Model used, the Input provided, and the Evaluation process used to review the output (Overono & Ditta, 2025).

MInE Disclosure Statement

Model

Identify the artificial intelligence tool used, including the model and version, when possible, as well as the date the tool was used.

Example: AI Tool: ChatGPT (OpenAI), Model/Version: GPT-4, Date Used: September 18, 2026

Input

Describe the prompts or instructions provided to the AI system and the purpose of using the tool.

Example:

Prompt Used: “Generate three potential research questions related to trauma-informed counseling practices.”

Purpose: Brainstorming possible research questions and refining wording.

Evaluate

Explain how the AI-generated output was reviewed and verified.

Example:

Evaluation Process: I reviewed the AI-generated suggestions and compared them to course readings and peer-reviewed sources. I verified the accuracy of concepts and revised the wording to align with counseling research terminology before incorporating the ideas into my assignment.

Student Statement of AI Responsibility

I confirm that I used artificial intelligence tools only as permitted in this course and that I have critically evaluated any AI-generated content included in this assignment. I remain fully responsible for the accuracy, originality, and integrity of the final work submitted.

Student Name: _____

Date: _____