

2023-2024

STUDENT HANDBOOK
ED.S PROGRAM IN
COUNSELOR EDUCATION
Play Therapy & School Counseling Leadership

Revised: Summer 2023



THE UNIVERSITY of
MISSISSIPPI

School of Education
**Leadership &
Counselor Education**

SECTION 1

Introduction

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his handbook informs prospective applicants and currently enrolled students about the academic and experiential requirements necessary to earn the Specialists of Education in Counseling at The University of Mississippi.

The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, program requirements and procedures, the student review, retention and dismissal policy, the process of planning a program of study, the supervised counseling experiences in our programs, the exit requirements for graduation, and procedures for obtaining licensure and endorsement following graduation.

Program faculty members encourage prospective applicants to review this handbook in order to facilitate their decision about whether to apply to the program. Potential applicants are welcome to contact the Program Coordinator with questions.

Enrolled students will thoroughly familiarize themselves with the content of this handbook. It is distributed at the program orientation for new students and available on the department website. Newly admitted students are required to read it in its entirety and to provide written verification that they have done so and understand their student responsibilities (see Appendix A).

Current students are welcome to contact their assigned advisor with questions. In addition, students should review the M Book, which is available at olemiss.edu, and is The University of Mississippi Handbook of Standards and compliments the University Policy Directory and Graduate Catalog. Students are responsible for becoming aware of the policies governing The University of Mississippi.

Be Successful!

The Counseling Education faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through the program. Advisors are available to schedule appointments with you to assist you through this process. However, you are responsible for knowing the content contained within this handbook. Advisors and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Therefore, reviewing this handbook periodically is highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or course faculty. Contact information for each faculty member is listed in this handbook in Section 11. Each of us has scheduled weekly office hours, so please feel free to contact us.

SECTION 2

Mission

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the principal mission of the Counselor Education Program is to prepare counselors of specialist degree in counselor education – play therapy specialization and a doctoral program in counselor education and supervision. Faculty members in Counselor Education strive to instill in students a strong sense of professional identity, to help students develop mastery over the rich knowledge base of the counseling profession, and to mentor the development of excellent counseling skills. As part of professional identity and career development, students are encouraged to obtain licensure and certifications to promote their professional success.

excellence. Specifically, we strive to graduate qualified K-12 school counselors and clinical mental health counselors to serve in public and private community settings. Along with the masters' programs, the Counselor Education Program offers an on-line educational

Philosophy

The general philosophy of the Counselor Education Program at The University of Mississippi is based upon the following premises:

- Individuals have a self-actualizing tendency, characterized by positive growth.
- The counseling relationship is one that is best conducted in a setting of equality, cooperation, and mutual respect.
- Clients have the capacity to accept and to take responsibility for their behavior and environment.
- All individuals should be treated with respect, dignity, and worth.
- As a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors so that they can help themselves in the future.
- The professionally trained counselor should develop a personally congruent and integrated counseling style, characterized by the awareness of individual influences such as cognitive, emotional, behavioral, biological, and environmental factors.
- The counseling process is an effective means for helping clients learn how to interact constructively with themselves, others, and their environments.
- Counselors should also understand the influence of culture and the systematic impact of the clients' social system including family, work, and community.

Programs in Counseling

The specialist's program in Counselor Education is housed in the Counselor Education Program within the Department of Leadership and Counselor Education in the university's NCATE/CAEP accredited School of Education. Currently, there are four professional counseling programs offered at The University of Mississippi:

1. M.Ed. in Professional Counseling - Clinical Mental Health Counseling Track
2. M.Ed. in Professional Counseling - School Counseling Track
3. Ed.S. in Counselor Education – Play Therapy & School Leadership Track
4. Ph.D. in Counselor Education and Supervision

The master's and doctoral programs are accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP), a specialized accrediting body that grants accreditation to graduate level programs in professional counseling. CACREP does not offer accreditation for Ed.S. programs.

Ed.S. Counselor Education Program

Ed.S. in Counselor Education – Play Therapy Track

The University of Mississippi's Counselor Education Program and its Clinic for Outreach and Personal Enrichment (COPE), an approved center for play therapy education by the Association for Play Therapy, is pleased to offer a post-master's specialist degree in counselor education for those interested in play therapy and becoming credentialed as a Registered Play Therapist. This program is provided online for national and international students.

This two-year program consists of a fall to spring curriculum with a four-semester clinical practicum experience and an intensive supervision residency. Students will complete 25 credit hours, record at least 350 hours of play therapy sessions, and receive 35 hours of supervision from Registered Play Therapist-Supervisors. An onsite residency is required for three days in the summer semester. The residency is held at The University of Mississippi at the Counselor Education Clinic for Outreach and Personal Enrichment.

Ed.S in Counselor Education- School Counseling Leadership Track

The Educational Specialist degree in Counseling is a 30 credit-hour online curriculum designed to provide advanced training for professional school counseling in elementary, middle, and high school settings. This advanced degree program will focus on training school counseling district level leaders who use data, build partnerships, and advocate for all students. Additionally, this program will assist students to meet the requirements for a higher tiered educator license (ex: MS AAA). Opportunities for counselors in school settings to seek other advanced credentials such as National Certified Counselor (NCC) status will also be available. The Ed.S program is available for students who already hold a Master's degree in school counseling.

ADDITIONAL PROGRAMS

Ph.D. in Counselor Education and Supervision

The objective of the doctoral program in counselor education and supervision is to develop counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional faculty members at colleges and universities. Fundamental to the mission statement is the conviction that the master's degree in counseling is the clinical degree in counselor education and that doctoral study, while it enhances the clinical skills of students, aims to develop effective counselor educators and supervisors.

The doctoral program in counselor education and supervision requires that all students successfully

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complete a range of program experiences. These experiences include satisfactory completion (grade of B or higher) of required coursework. Clinical and internship experiences include leadership and advocacy, supervision, teaching, development of a research agenda, satisfactory completion of a doctoral portfolio, and the successful completion of the dissertation.

The doctoral program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Education in Counselor Education curriculum is to prepare students to become successful professional registered play therapist (RPT) in community and educational settings. The Counselor Education faculty believes that the development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling and play therapy are essential to becoming an RPT. The program's first priority is to serve the people of local, state, national, and international communities by providing highly qualified counselors.

SECTION 3

Program Goals and Objectives

The primary objective of the Specialists of

The Specialist of Education in Counselor Education curriculum is designed to build a strong foundation for graduates entering the play therapy profession. This program prepares counselors to respond to the multitude of changes in a diverse society and to be responsive to the expanding counseling profession and their roles as professionals in the field of play therapy.

Methods of Instruction

To assist students in mastering the knowledge, skills and dispositions necessary for success as a professional registered play therapist, the program employs various methods of instruction geared toward adult learners. These include:

- Online didactic classes
- Campus-based experiential classes (summer residency)
- Online Supervised fieldwork experiences

SECTION 4

Program Application and Admission

The program admission process is designed to assess the candidate's suitability and commitment for graduate study and for a professional career in play therapy. Not all applicants are admitted, and Admissions are competitive for a limited number of seats. Candidates who are admitted to these programs are expected to make a major commitment to their graduate training. Students are admitted once each year for entry in the fall.

Application Process

To initiate the application process, applicants must complete the online graduate application found on The University of Mississippi's Graduate School web page at <http://www.olemiss.edu/applynow/>. Once the online application process is initiated, applicants will be notified to electronically submit a resume along with the names and addresses of three professional references. Admissions are competitive for a limited number of seats.

At a minimum, applicants to the program must:

- Hold a master's degree from an approved institution with a grade point average of at least 3.0 on the course work attempted. [Individuals with a 2.7 undergraduate grade point average, or 3.0 on the last 60 hours, may be admitted on a conditional status.]
- Complete a Graduate School application online which includes official transcripts • Upload the following supplemental materials to the Graduate School application:
 - Current resume
 - Participate in an interview with faculty (if invited)
 - Proof of professional liability insurance
 - Copy of professional mental health license
- Submit all admissions materials no later than the April 1 deadline

Applicant information is reviewed by faculty following the April 1 deadline each year. Faculty will determine applicants who best qualify for a phone interview, and during the month of April, applicants will be invited to a phone interview with the Counselor Education faculty and current doctoral students in Counselor Education. Following the interviews, applicants will be notified of the decision for admission by May 15. Potential applicants should read the materials in this handbook to ensure the program meets their career goals.

Diversity Recruitment Statement

The Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students but also for their peers.

SECTION 5

Planning a Program of Study

Meeting with your Advisor

Upon program admission, each student is assigned to a faculty advisor. Students are expected to communicate with their advisor to begin program planning by the end of their first semester of study. During the first planning meeting, the student and advisor discuss issues such as career goals, program requirements, application dates for selected courses and changes, liability insurance, professional licensure and graduation, as well as personal/professional development needs. The student and advisor work together to build a program of study that fits the student's needs and meets program requirements. The student must consult with the advisor about making any future program changes.

The student-advisor relationship is ongoing and continues after the program of study is written. The student is encouraged to communicate with his or her advisor periodically to discuss progress in the program, career issues, practicum and professional experiences.

Tentative Course Sequences

Although the exact sequence in which required courses are offered may change over time based upon faculty availability and departmental needs, the following tentative sequences are offered for your planning purposes.

Play Therapy Curriculum

Required Courses

- COUN 701 Introduction to Play Therapy 3 FALL 22
- COUN 702 Expressive Arts with Children and Adolescents 2 SPR 23
- COUN 703 Current Theories in Play Therapy 3 FALL 22
- COUN 706 Psychopharmacology in Play Therapy Fall 23
- COUN 707 Play Therapy Supervision 2 SPR 24
- COUN 708 Play Therapy in the Courtroom SPR 23
- COUN 710 Child Parent Relationship Therapy FALL 23
- COUN 712 Play Diagnosis and Assessment SPR 23
- COUN 711 Play Therapy Practicum

SECTION 6

Program Completion Requirements

This section addresses important policies and procedures related to program completion. These include general requirements for all degrees, requirements specific to the professional counseling program, and policies and procedures related to situations which may result in the dismissal of a student. It is essential that all students enrolled in the M.Ed. in Professional Counseling programs

read this section carefully. Questions should be directed to the Program Coordinator.

General Requirements for all Graduate Degrees

The following statement, from the current Graduate Catalog is available online at The University of Mississippi's Graduate School Webpage, serves as the foundation for the program and degree requirements in the M.Ed. program in Professional Counseling.

Degrees higher than the baccalaureate are granted at The University of Mississippi because of special attainments achieved by degree candidates. Prospective students should understand clearly that a graduate degree is not awarded upon the basis of a collection of course credits, or the passing of certain prescribed examinations, or the submission of a thesis or dissertation. In other words, the student cannot expect to receive a higher degree because of successfully completing the individual parts of the degree program. Course schedules, examinations, and other requirements explained in this catalog are to be regarded as minimal; and any student may be required to satisfy whatever additional requirements academic advisors deem appropriate.

To receive a higher degree from The University of Mississippi, the student must demonstrate to the satisfaction of the graduate faculty of the department, school, or college of the student and to the faculty of the University that the student has attained through intelligence, scholarship, industry, and personal qualities the high level of professional and academic competence that the faculty of each department expects of a person holding the degree being sought. The determination of fitness to qualify for the degree rests solely upon the estimate that the faculty makes of the student's right to the degree.

Required Program Experiences

The specialist's program in Professional Counseling requires that all students successfully complete a range of program experiences. These experiences include satisfactory completion of required courses and course experiences, performance in practicum and demonstration of specific clinical competencies beyond class requirements. In addition, as stated above in the General Degree Requirements of the Graduate School of The University of Mississippi, the counselor education faculty's judgment of students' "fitness to qualify for the degree" is a critical element of students' progress and successful program completion.

Required Coursework

The courses currently required for each of the Ed.S programs in counselor education are listed below. Course descriptions are also included in Appendix B. Your advisor or program coordinator will assist you with course sequencing and program planning.

Play Therapy Curriculum (25 credit hours)

COUN 701 (3) - Introduction to Play Therapy

COUN 703 (3) - Current Theories in Play Therapy

COUN 702 (2) - Expressive Arts with Children and Adolescents

COUN 710 (2) - Child-Parent Relationship Therapy

COUN 712 (2) - Play Diagnosis and Assessment

COUN 706 (2) - Psychopharmacology in Play Therapy

COUN 707 (2) - Play Therapy Supervision

COUN 708 (2) - Play Therapy in the Courtroom: Legal and Ethical Issues

COUN 711 (7) - Practicum in Play Therapy

Required Grades

Students must maintain the required cumulative GPA (3.0) set forth in the Graduate Catalog. While in the Counselor Education program, if a student receives a grade of C in more than one graduate level course, the student will be dismissed from the program upon the receipt of the second C. In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program if deemed acceptable and feasible.

Academic Grade Appeal Policy and Procedure The grade appeal policy and procedure is designed to provide an undergraduate or graduate student at The University of Mississippi with a clearly defined avenue for appealing the assignment of a course grade, following the posting of final grades that he/she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance. The student's request for a grade appeal must be taken successively to the instructor, the chair of the department (or director of the program) in which the grade was given, and the dean of the school or college to which the department belongs, with a possible resolution of the conflict at any stage. Either the student or the instructor may appeal a decision made at the dean's level. This formal grade appeal will be reviewed by the Academic Appeals Committee and by the vice chancellor for academic affairs.

A final grade is the instructor's evaluation of the student's work and achievement throughout a semester's participation in a course. Factors upon which the final grade may be based include: attendance; recitation and class participation; written, oral, and online quizzes; reports; papers; final examinations; and other class activities. There is a presumption that the instructor who has conducted the course is professionally competent to judge the student's work, and in the absence of convincing

evidence to the contrary, has evaluated it fairly. In all cases, the complaining student shall have the burden of proof with regard to all allegations in his/her complaint and in his/her request for review or hearing. If a party fails to pursue any step of the grade appeal procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All correspondence and records shall be retained in the office in which the complaint is finally resolved.

A grade appeal cannot be based upon differences in grade assignments between multi-section courses, whether or not the course sections are taught by the same instructor.

Openness to Diversity Expectations

The Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students but also for their peers.

Failure to acknowledge other belief systems based on religion, culture, or geographic diversity can have deleterious effects on the clients whom counselors serve. Thus, counseling students entering the program at The University of Mississippi are bound by the American Counseling Association's (ACA) Code of Ethics and as well as the ethical principles and guidelines developed by divisions of ACA (such as the American Mental Health Counselors Association and the American School Counselor Association). Espousing rigid morals, religious beliefs, and cultural mores that may conflict with ethical principles outlined by the American Counseling Association and the many affiliate organizations in professional counseling can lead to ethical and moral dilemmas that may bring students' fundamental belief system to the attention of the faculty in the program. Additional educational requirements may be imposed on students who express belief systems that do not align with ACA ethical guidelines, in an effort to assist students in understanding and meeting the behavioral expectations for professional counselors working in diverse cultures. Additionally, students who do not exhibit sensitivity, understanding, and adherence to the ACA *Code of Ethics* may be dismissed from the program using the Student Review, Retention and Dismissal Policy included in this handbook.

Participation in Counselor Self-Awareness Activities

An emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety for students in the classroom. However, students must recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout the program, students will be asked to take necessary risks such as sharing emotional reactions and participating actively in personal growth and self-reflection activities. The personal development of the counselor is as essential to professional development as gaining knowledge and skills in the counseling field. Some of the counselor self-

awareness activities:

- Exploring family of origin issues through such as assignments completing a family genogram •
- Identifying biases and assumptions through such as assignments completing a cultural narrative •
- Participating in role-play and small group activities as a client during skills building experiences •
- Giving and receiving feedback in individual/triadic and/or group supervision

Students should understand that taking necessary emotional risks, expressing and actively engaging in personal growth, and participating in self-reflection may be stressful. Because of this, students may discover a need to participate in counseling as clients. The University Counseling Center provides services to students at no cost for this purpose. Students who are currently involved in counseling as clients should discuss their participation as a student in the program with their counselor. The faculty is available to support students and provide referrals for counseling services. Students should also understand that at no point in the program will they be required to disclose personal information about their past. Students are advised and will be reminded to make responsible choices regarding their disclosures.

Adherence to the ACA Code of Ethics

All students enrolled in the professional counseling programs at The University of Mississippi are required to adhere to the *Code of Ethics* published and disseminated by the American Counseling Association. Students are introduced to this *Code of Ethics* in their initial semester of coursework, are encouraged to carefully read the entire document, and are expected to demonstrate the knowledge, skills, and dispositions to practice in accordance with these standards. Failure to do so is grounds for dismissal from the program. Please see Section 7 for more information.

The *ACA Code of Ethics* is included as Appendix D of this handbook and is also available online at www.counseling.org.

Practicum and Fieldwork Experiences

As part of their coursework, students will have the opportunity to acquire knowledge, develop dispositions, and build skills. Practicum represents students' first opportunity to apply and further develop their knowledge, dispositions and play therapy skills with actual clients in a counseling setting. Ed.S. Students will be required to complete their practicum at their current site of employment which may be either a private practice, community agency or a K-12 setting.

SECTION 7

The University of Mississippi and the Counselor Education Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in the M Book) and the American Counseling Association (ACA) Code of Ethics (included in this handbook.).

Gatekeeping

The Counselor Education faculty at The University of Mississippi has responsibilities not only to the students enrolled in its programs, but also to actual and potential clients (as well as to the profession as a whole). The ACA Code of Ethics (2014) articulates the faculty's gatekeeping responsibilities both as counselor educators and as supervisors. Specifically, the Standard F.9.b states:

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

- assist students in securing remedial assistance when needed,
- seek professional consultation and document their decision to dismiss or refer students for assistance, and
- ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

When a student's behavior, disposition or performance raises concerns about the student's ability to perform satisfactorily in the practice of counseling, that behavior or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this handbook.

Professional Dispositions, Academic Misconduct, & Non-Academic Policies, Standards, and Regulations

Professional Dispositions

Counselors should develop and model the dispositions that are expected within the profession. The School of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP), which defines dispositions as the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator's own professional growth and development. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. The Counselor Education program expects all candidates to exhibit dispositions characteristic of a professional counselor; therefore, we take the responsibility of assessing and enhancing the dispositions of our candidates.

Listed below are dispositions the Counselor Education program identify as most important for MEd counselors-in-training in the areas of: Impact, Professional identity and Continuous Growth, Ethics, and Education.

- Demonstrates awareness of own impact on others
- Demonstrates ability to deal with conflict

- Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment
 - Demonstrates openness to new ideas
 - Demonstrates multicultural awareness and sensitivity
 - Accepts and uses feedback
 - Expresses feelings effectively and appropriately
 - Demonstrates professional appearance
 - Cooperates with others
 - Communicates effectively and appropriately
 - Shows initiative and motivation (e.g., meets deadlines, class attendance)
 - Accepts responsibility for personal actions and behaviors
 - Attends to ethical and legal responsibilities including the ACA Code of Ethics and the UM Conduct Code
 - Discloses any unethical or unlawful activity from the time application was submitted into the program until the end of the program
 - Demonstrates honesty, integrity, fairness, confidentiality, and respect for others •
- Demonstrates an expectation that all candidates can learn and are a vital part of the learning community
- Displays sensitivity to candidates' needs
 - Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance candidate learning
 - Models poise, maturity, and sound judgment
 - Engages in continuous self-evaluation and improvement
 - Acts as a steward of the profession

Candidates are made aware of these disposition expectations upon entry to the program, as indicated by their signed Candidate Statement of Commitment to Counseling Dispositions form their first semester. In addition, at orientation they are reminded that faculty and/or site supervisors will evaluate their demonstration of these professional dispositions throughout the program and their instructors, advisors, and supervisors will provide them with feedback about their progress. This evaluation of candidate dispositions is in alignment with CACREP 2016 Standard 4G “The counselor education program faculty systematically assesses each candidate’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of candidate professional dispositions over multiple points in time, and (3) review or analysis of data.”

Candidates who fail to show acceptable dispositions during their graduate program in classes, coursework assignments, interactions with the course instructor and peers, and other situations related to the graduate program will be cited with a Disposition Infraction. This infraction will be logged into the SOE Assessment System by the faculty member.

If a candidate receives a Disposition Infraction:

Step 1-the faculty member and/or Program Coordinator will meet with the student to discuss the infraction.

Step 2-the Counselor Education faculty will convene a meeting to discuss interventions for improvement or dismissal from the program.

Step 3- the candidate may be counseled, issued conditions for continuing in the program,

or dismissed from the program. All disciplinary documentation must be recorded in the SOE Assessment System by the faculty member or Program Coordinator.

Dispositions Decision Appeal Policy

If a candidate is dismissed from the program or wishes to appeal a sanction after a disposition infraction is issued (see policy above) the candidate may file an appeal within 15 days of the disciplinary action. The candidate should use the following steps to appeal:

1. The candidate will notify the Counselor Education Program Coordinator that he/she wishes to appeal the recommended decision.
2. The candidate writes a narrative about the incident and the appeal of the decision directly into the SOE Assessment System on their page in a text box (limited number of characters) and submits. This triggers an email to the Chair of Leadership and Counselor Education.
3. The Chair conducts an appeals meeting with the candidate.
4. The Chair goes to the Disposition Reports/Individual Report tab in their Main Menu, enters the student ID number, and enters the outcome and comments in the textbox.
5. The candidate logs in to their page to see the outcome. If the candidate does not intend to appeal further, he/she clicks submit to indicate he/she has read the information and the candidate's signature is recorded in the assessment system.
6. If the candidate wishes to appeal further, he/she should notify the Chair of Leadership and Counselor Education who will then send all documentation to the Graduate School Dean.

Academic Misconduct

The University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an academic situation or purposely harming academic facilities also is grounds for academic discipline.

Examples of Academic Misconduct are plagiarism, using someone's work as your own, knowingly allowing someone else to represent your work as his/her own, gaining or attempting to gain an unfair advantage, giving false information or altering documents, disruptive behavior, harm to the facilities that support the academic environment, and violations are not limited to the areas and examples given. For a full description of these examples, see the M Book.

In terms of disciplinary procedures, the School of Education, faculty members handle cases of academic dishonesty in their classes by recommending an appropriate sanction after discussion with the candidate. Possible sanctions include: failure on the work in question, retake of an examination, extra work, grade reduction or failure in the course, disciplinary probation, or suspension or expulsion from the University. An appeals process is available to the candidate.

If it is candidate is charged with Academic Misconduct:

Step 1-the faculty member will meet with the student to discuss the academic misconduct. **Step 2-** the Counselor Education faculty will convene a meeting to discuss interventions for improvement or potential initiation of a case and recommended sanctions.

Step 3- the candidate will be notified of the faculty members' decision, or when an academic discipline case is initiated in the University system, the candidate will be notified by the Chair of the Academic Discipline Committee.

Procedures Related to Academic Misconduct Charges

Faculty Discussion with Student. When a faculty member believes that a student has committed an act of academic dishonesty, he/she shall seek to discuss the alleged violation with the student as soon as possible and give the student an opportunity to explain. If the faculty member still believes the student committed an act of academic dishonesty after discussing the matter with the student, the faculty member may recommend an appropriate sanction, such as grade reduction, retake of a test or examination, extra work, failure in the course, suspension, expulsion, or a combination of these or other sanctions. The faculty member shall inform the student of the recommended sanction either within the communication described above or a separate communication. Note that if the student does not respond to communications from the faculty member, the matter may still proceed.

Initiation of Case and Notification to Student. Initiating an academic discipline case requires the person initiating the case to provide a written report of the alleged incident, including information regarding the communications with the student described above, as well as indicate the recommended sanction. The faculty member also is asked to indicate whether the student accepted the sanction. If there are documents related to the case, the system provides the faculty member with directions on how to upload those documents, and such uploaded documents become a part of the case that is accessible online through the myOleMiss portal.

Challenge of Sanction by Student. The student may challenge the sanction recommended by a faculty member by logging onto the page linked in the email notification and submitting a written appeal through the online system within 14 calendar days of the case being initiated. The student's written appeal request shall state, as simply as possible, why the faculty member's decision is unacceptable. Failure to make an appeal within this 14-day time period shall constitute a waiver of the appeal right and shall result in the sanction becoming final as recommended and the case is considered complete, except as noted below in cases in which the sanction includes probation, suspension, or expulsion.

For more detailed information on the policies and procedures related to academic misconduct charges and academic discipline committee procedures, see the M Book.

Non-Academic Policies, Standards, and Regulations

The University of Mississippi is an academic community comprised of multiple constituencies including students, faculty, and staff. Membership within the University community invokes certain privileges, rights, and responsibilities. The conduct rules and regulations of the M Book focuses rights and responsibilities of students at the University of Mississippi. Failure to abide by these will result in disciplinary action, including possible dismissal from the program. Conduct violations by a student off-campus in university-related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

If the candidate is charged with Non-academic Misconduct: Step 1-the faculty member will meet with the student to discuss the non-academic misconduct. **Step 2-**the Counselor Education faculty will convene a meeting to discuss interventions for improvement or dismissal from the program.

Step 3- the candidate may be counseled, issued conditions for continuing in the program, or

dismissed from the program.

Dismissal from the Program

In Section 7 of this handbook, professional dispositions, academic misconduct, and non-academic policies are discussed. Please review the entire section for more specific information on this important topic. Also, it is strongly suggested that students review the policy statements in the University of Mississippi's M Book. While the M Book is a compilation of many different policies, it is an abbreviated guide of University policies and not a complete digest of all policies. For a complete listing of policies, please visit the University of Mississippi Policy Directory.

Although not limited to the following, a candidate may be subject to dismissal from the Counselor Education program for any, or all, of the reasons listed below:

- Failure to meet any conditions specified at admission (for conditionally admitted candidates)
- Failure to maintain the required cumulative GPA (3.0) set forth in the Graduate Catalog
- Receipt of a grade of C in more than one graduate level course
- Receipt of a grade lower than a C (i.e. C-, D, or F) in any graduate level course
- Engagement in behavior that is deemed inappropriate for effective counselors, including failure to demonstrate appropriate professional dispositions
- Violation of the American Counseling Association Code of Ethics (2014)
- Failure to respond appropriately to supervision
- Violating policies and procedures established by the University, the Department of Leadership and Counselor Education, or those established by a practicum or internship site
- Failure to pass the comprehensive examination after two attempts
- Academic misconduct, such as cheating, plagiarism, or knowingly furnishing false information

In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program if deemed acceptable and feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to these conditions may result in dismissal.

Student Review Policy & Procedures for Addressing Academic Behavior Issues

The Counselor Education program utilizes a three step process to review students when faculty or supervisor concerns arise about Professional Dispositions, Academic Misconduct, or Non-Academic Misconduct in performance and/or professional behavior. Though the process varies slightly based on the type of infraction, the general principles for disclosure and due process are the same.

Step 1 – Meeting with Student

When faculty or supervisor becomes concerned about the Professional Dispositions, Academic Misconduct, or Non-Academic Misconduct in performance and/or professional behavior of a student, the faculty member will schedule a meeting with the student as soon as possible to discuss the issue. In that meeting, the student will be reminded of the policies and procedures outlined in this handbook, as well as those in the M Book, and ACA Code of Ethics (2014). Also, the student will have the opportunity to relay his or her perspective on the issue(s) causing concern. The faculty member will document where and when the meeting occurred, as well as a summary of the conversation and a remediation plan (if

applicable), along with an explanation of next steps. The student and Program Coordinator will receive a copy of this document within a week of the meeting.

Step 2 – Meeting of Counselor Education Faculty

Once the Program Coordinator receives the document from the concerned faculty member or supervisor, he/she will call a meeting of the full Counselor Education faculty to discuss the student issue and decide on an appropriate course of action. The Program Coordinator will document where and when the meeting occurred, as well as a summary of the consensus and a remediation plan (if applicable), along with an explanation of next steps. The student will receive a copy of this document within a week of the meeting.

Step 3 – Decision

After full faculty deliberation and possible consultation with the Chair of Leadership & Counselor Education, the case may be resolved, students may be counseled, issued conditions for continuing in the program, suspended, or dismissed from the program.

Resolution of the case should be recommended when the student has successfully completed the formal remediation plan, corrected problematic academic behaviors, and not raised any additional concerns.

Suspension of the student should be recommended only in situations in which the faculty believes that time away from the program will allow the student to successfully address concerns. Students may be suspended for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program. In cases of suspension, it will be necessary for the student to apply for re-admission to the program. Such an application will necessitate a second full faculty meeting at which the student may present evidence of successful completion of the remediation plan and offer evidence of his or her readiness to re-enter the program.

Dismissal of the student should be recommended if the student fails to complete the remediation plan, the problem has not been satisfactorily resolved, and the faculty does not believe that time away from the program will allow the student to successfully address concerns. Students who are dismissed from the program will not be considered for re-admission. In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program or career choice. The Program Coordinator will notify the student, in writing, of the faculty recommendation within five business days of the review.

Right to Appeal

If a recommendation for dismissal, probation, or suspension is made and the student wishes to appeal, the student must follow the University's policy for appeal, detailed in the Policy on the Dismissal or Change in Status of Graduate Students. The policy states "An appeal must be based on evidence that the recommendation for the appropriate faculty group and/or the decision of the Graduate Dean were based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic or professional performance. There is a presumption that the faculty group and the Graduate Dean have acted with professional competence, and, in the absence of convincing evidence to the contrary, have evaluated the student fairly."

Students' Rights to Initiate Grievances

All students in the counselor education program have rights to initiate grievances against faculty

members. This is to be done in accordance with the University of Mississippi's School of Education (SOE) Grievance Policy and Procedures:

The University of Mississippi's School of Education (SOE) defines a legitimate grievance as a circumstance that can be substantiated and is regarded by the student as a just cause for complaint. A grievance can be relevant to any incident involving a classroom instructor, faculty advisor, field experience supervisor, administrator or faculty member in the SOE. A grievance may deal with circumstances involving alleged unfair or irresponsible behavior including violations of department or SOE policies. Students should follow the University policy for grievances related to academic issues.

Procedures Used to Initiate SOE Grievance:

Step 1: Informal Processes

The SOE encourages students to make every effort to resolve their problems and concerns directly and informally with the faculty members or other involved parties. Discussions among the involved parties (including the department chairperson when appropriate) constitute the first step in the informal process.

Step 2: Formal Procedures at the Department Level

If informal discussions do not result in a resolution of the problem, the student may initiate the formal grievance procedure by submitting a written complaint appropriate to the nature of the complaint. Should the department chair be named in the grievance, the Assistant Dean for Certification and Advisement, the SOE's grievance officer, will appoint a faculty member in the department to conduct the departmental grievance process. A formal complaint must be filed using the *School of Education Candidate Grievance Form* and must be submitted within 15 class days of the point in time when the grievant had knowledge or should have had knowledge of the problem being grieved.

The department chair or Associate Dean will conduct a formal grievance hearing utilizing existing departmental grievance procedures and will inform the student of a decision within 15 class days. A copy of the *Departmental Candidate Grievance Report* will be filed in the department and will be forwarded to the School if the decision is appealed to that level.

Step 3: Formal Procedures at the School Level

If, after utilizing the procedures outlined in Step 2, the student's problem is not resolved, the student has a right to file a grievance at the School level within 15 class days following the decision rendered by the department chairperson. The Associate Dean for the School of Education will appoint an *ad hoc* panel to conduct a hearing.

The *ad hoc* panel will consist of a panel of three members, one of whom is a student. The *ad hoc* panel will be selected from a pool of faculty and students in the standing Student Grievance Committee appointed by the Associate Dean, which consists of at least eight faculty members and at least four students. A faculty member will serve as chair (appointed by the Associate Dean) of the *ad hoc* panel and will conduct the hearing according to the Guidelines for the Conduct of Student Grievance Hearings. After the hearing, the *ad hoc* panel will meet in closed session to determine its recommendations. The recommendations of the *ad hoc* panel will be forwarded to the Dean of the School by the Associate Dean. The Dean will inform the student of the School's decision.

Step 4: Appeal of the School's Decision

Decisions of this committee will be considered final; however, an appeal for review of a decision may be directed to the Dean. The Dean may uphold or overturn a decision of the committee. Decisions of the Dean are final and not subject to appeal within the School of Education.

SOE Guidelines for Conduct of Formal Candidate Grievance Hearings at the School

Level • A copy of the *Candidate Grievance Form* (see Appendix C) filed by the candidate will be forwarded to the department(s) and parties involved by the Associate Dean.

- Within ten (10) days of receipt of the candidate's grievance form, the department(s) and the candidate filing the grievance will submit supporting documents and a list of witnesses that may be called to participate in a hearing. Each party will receive a copy of the materials and list of witnesses submitted by the other party.
- An *ad hoc* panel will be appointed by the Associate Dean. The panel members will be selected from the pool of members on the School Candidate Grievance Committee and will consist of three members, one of which will be a candidate. One of the faculty members will be appointed to serve as chair.
- The Associate Dean will forward all materials to the hearing panel and will schedule a hearing within twenty (20) class days of receipt of all written information. All parties involved will be notified as to date, time, and location of the hearing.
- The Associate Dean will serve as hearing officer and conduct the hearing utilizing the following format:
 1. The petitioner and the respondent will each provide a brief opening statement.
 2. Each party will make a presentation of position and evidence, beginning with the petitioner. Witnesses may be called at this time. Questioning will be restricted to members of the hearing panel and the hearing officer. Questions by the involved parties to the witnesses will be addressed through the hearing officer.
 3. Each party will have the opportunity for rebuttal during which additional evidence may be introduced to refute points made by the other party.
 4. Each party will make a brief summary statement.
- Attendance at hearings is limited to the hearing officer, panel members, the petitioner, the respondent, and their respective witnesses. Witnesses may be present only during their own testimony.
- After the hearing the panel will meet in closed session to determine its recommendations that will be forwarded to the Dean. The written recommendations will include a finding of fact regarding the incident and application of School or University policy. The Dean will inform all parties of a decision within five (5) class days after the hearing.

Sexual Harassment Policy

The Counselor Education program is committed to providing a learning environment for all students that is free of sexual harassment. Toward this end, the program has adopted The University of Mississippi Sexual Harassment Policy, which is also found in the Graduate Student Handbook. This policy states that:

The University of Mississippi has adopted the policy that all faculty, staff, and students have the right to work and learn in an environment free from harassment due to unwelcome and unwanted sexual attention. Beyond any civil and criminal repercussions (sexual harassment is a violation of federal law), offenders will be subject to appropriate University disciplinary action. Students who violate these policies may face expulsion; faculty and staff may face dismissal. Sexual harassment is defined as any unwelcome sexual advance, any request for sexual favors, and/or other verbal or physical conduct of a sexual nature when a) submission to such conduct is made (explicitly or implicitly) a condition of employment or education, b) submission to or rejection of such conduct is used as the basis of for academic or employment decisions, or c) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance by creating an intimidating, hostile, or offensive learning or working environment. Acts of Sexual Harassment include, but are not limited to, the following:

- Physical Acts (rape, assault, touching, etc.)
- Direct or Implied Threats Regarding Employment or Academic Status
- Direct Propositions of a Sexual Nature
- Subtle Pressure for Sexual Activity
- A Pattern of Conduct that Embarrasses or Humiliates
- Use of Sexually Degrading or Vulgar Language to Describe a Student or Employee
- Suggestive or Obscene Comments or Gestures
- Gratuitous Display of Sexually Suggestive Objects, Pictures, or Cartoons

Procedures for addressing complaints of sexual harassment are described in the *M Book*, the *Faculty and Staff Handbook*, and in the bulletin "Sexual Harassment: A Guide for Students and Employees," available in the Office of Equal Opportunity and Regulatory Compliance (217 Martindale). During investigations of such matters, the University takes all reasonable steps to preserve confidentiality.

SECTION 8

Student and Employer Feedback

Instructor Effectiveness

Graduate students have the opportunity to evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to use the course evaluation to provide feedback regarding the teaching effectiveness of faculty members or visiting lecturers. The course evaluations are reviewed by the Chair of Leadership and Counselor Education and the faculty member or visiting lecturer. The course evaluations are reviewed carefully when faculty members are considered for promotion and tenure or when visiting lecturers are considered for additional teaching responsibilities.

Program Evaluation

Follow-up studies are conducted periodically with program graduates and their employers to obtain feedback about the program. Perceptions of the graduates' preparedness to work as counselors in school and community settings are collected and evaluated. The questionnaires focus specifically on the areas outlined in the program goals and objectives. "The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications" (CACREP 2016 4B&C).

SECTION 9

Licensure, Endorsement and Certification

Endorsement by Faculty

Graduates of our specialist's degree programs in counselor education are eligible to apply for licensure by the Association for Play Therapy. Please visit the Associations for Play Therapy website for eligibility requirements:

- <https://www.a4pt.org/page/CredentialsHomepage>

Consistent with the 2014 ACA Code of Ethics Standard F.6.d. on Endorsement, The University of Mississippi's Counselor Education program faculty in their roles as instructors and supervisors will endorse students in the program for certification, licensure, employment, or completion of their degrees only when they believe these students are qualified for the endorsement. Regardless of qualifications, the Counselor Education Program faculty will not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement. Similarly, a student or graduate will be recommended for employment only in professional roles and functions for which he/she has been trained.

SECTION 10

Professional Organizations

Students are encouraged to join state and national professional counseling organizations. Membership in these organizations can be beneficial to students in a number of ways. Publications and conventions help members stay in touch with the most recent developments in the profession. They also provide valuable contacts for graduates seeking positions in counseling or student affairs. Students receive reduced membership rates in most organizations. Listed below are the major organizations that students may consider joining. Additional information about joining these or other organizations can be obtained from faculty advisors.



American Counseling Association (ACA) 5999

Stevenson Ave.

Alexandria, VA 22304

703.823.9800

800.347.6647

<http://www.counseling.org>

Divisions of the American Counseling Association (ACA)

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling (AARC)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC) •
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)



American Mental Health Counselors Association (AMHCA)

801 N. Fairfax Street, Suite 304

Alexandria, VA 22314

703.548.6002

800.326.2642

<http://www.amhca.org>



American School Counselor Association (ASCA) 1101 King

Street, Suite 310

Alexandria, VA 22314

703.683.ASCA

800.306.4722

<http://www.schoolcounselor.org/>



Association for Play Therapy (APT)

3198 Willow Avenue, Suite 110

Clovis, CA 93612

Phone: 559.294.2128

www.a4pt.org



MISSISSIPPI COUNSELING ASSOCIATION
A Branch of American Counseling Association
Serving Mississippi since 1950

Mississippi Counseling Association (MCA) P.O. Box

353

Long Beach, MS 39560

Phone 228.669.5015

<https://mica.memberclicks.net/>

Divisions of the Mississippi Counseling Association

- Mississippi Association for Counselor Education and Supervision (MACES)
- Mississippi Association for Marriage and Family Counseling (MAMFC)
- Mississippi Association for Spiritual, Ethical & Religious Values in Counseling (MASERVIC) •
- Mississippi Licensed Professional Counselors Association (MLPCA)
- Mississippi School Counselors Association (MSCA)

Interest Sections of the Mississippi Counseling Association

- Mississippi Counselor Alumni Association (MCAA)
- Mississippi Graduate Student Counselor Association (MGSCA)
- Mississippi Association for Multicultural Counseling and Development (MAMCD) •
- Mississippi Community and Junior College Association (MCJCCA)
- Mississippi Vocational Counselor Association (MVCA)

Regions of the Mississippi Counseling Association

MCA regions are grouped by county.

Capitol Area (Hinds, Rankin, Warren, Claiborne)

Delta Area (Issaquena, Sunflower, Leflore, Coahoma, Washington, Sharkey, Bolivar, Humphries)

Mid-Eastern (Scott, Lauderdale, Leake, Oktibbeha, Neshoba, Clay, Newton, Kemper, Lowndes, Winston, Noxubee)

Gulf Coast (Stone, Hancock, George, Harrison, Jackson, Pearl River)

Magnolia (Copiah, Lincoln, Jefferson, Adams, Wilkinson, Amite, Walthall, Lawrence, Simpson, Pike, Franklin)

Mid-Mississippi (Holmes, Choctaw, Montgomery, Attala, Webster, Grenada, Madison, Yazoo, Carroll)

Northeast (Alcorn, Prentiss, Tishomingo, Union, Tippah)

Northwest (Benton, DeSoto, Tate, Tunica, Lafayette, Tallahatchie, Panola, Quitman, Marshall, Calhoun, Yalobusha)

Pinebelt (Smith, Jasper, Clark, Jones, Covington, Wayne, Marion, Lamar, Jeff Davis, Forrest, Perry, Greene)

Tombigbee (Lee, Pontotoc, Itawamba, Chickasaw, Monroe)

Travel Funding

School of Education students who have been invited to present/co-present at a conference are eligible for Travel Funding. These requests should be made at least two weeks prior to the conference, or earlier, if at all possible.

The first step is to complete two forms

1. The Travel Authorization Form (<https://procurement.olemiss.edu/travel-authorization-form/>)

This form must have the completed information along with the Traveler's signature.

If you want an advancement of the funds, or if you've already paid and have a receipt for the airfare or conference fee, you can indicate that on the Travel Authorization Form.

2. SOE Graduate Student Travel Grant Application (http://education.olemiss.edu/_download/Grad_Student_Travel_Grant_Application.pdf)

The SOE request form requires that a faculty member (who is working with you and knows about your project/presentation) must sign and give a recommendation to the Chair.

These two forms will be submitted to the Dean of the School of Education to request matching funds.

Please use the Travel Reimbursement Form to help calculate the Estimated Costs for the trip (<https://procurement.olemiss.edu/travel-reimbursement-forms/>). **However, this form will not be submitted to the LCE office until after the trip is completed.**

Two other entities also offer funding for conferences: the Graduate School and the Vice Chancellor for Student Affairs Office.

- Graduate School will match SOE funds up to \$300. They have specific rules and requirements for the awarded funds, so please be sure to read all of the requirements.
https://gradschool.wp.olemiss.edu/wp-content/uploads/sites/36/2013/10/2013_travel_form.pdf
- VCSA offers funding, but they too are specific in when and how much.
<https://studentaffairs.olemiss.edu/student-development-grant-application/>

Upon returning from your trip you will submit the Travel Reimbursement Form and all required receipts. For give specific instructions and explanation of what receipts are needed, go to (<https://procurement.olemiss.edu/travel-reimbursement-forms/>).

SECTION 11

Faculty and Staff

The counselor education program faculty includes individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty members are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations.

Faculty offices are located on the first floor of Guyton Hall. The telephone number for the department office is 662-915-7069. Each faculty member can also be reached by telephone or email directly.

Richard S. Balkin, Ph.D., LPC, NCC

Professor and Department Chair

Contact Information:

Office Location: 134 Guyton

Telephone: 662-915-2155

Email: rsbalkin@olemiss.edu

Dr. Balkin has worked as a counselor educator since 2003, with an emphasis on teaching research methods and statistics across the college of education, preparing doctoral students in counseling for academic careers, and master's level counselors to work in community and school settings. His clinical experiences include working with adolescents, adults, and geriatric clients in an acute care, inpatient, psychiatric hospital; community, engagement and private practice; and initial training as a school counselor. He is a Fellow of the American Counseling Association (ACA), a past-president of the Association for Assessment and Research in Counseling, and a past-editor for the *Journal of Counseling & Development*, ACA's flagship journal.

Kenya G. Bledsoe, Ph.D., NCC, NCSC, LPC-S (AL)

Assistant Professor

Contact Information:

Office Location: 143 Guyton

Telephone: 662-915-8821

Email: kbledsoe@olemiss.edu

Dr. Bledsoe is a Ph.D. graduate from The University of Alabama. Her doctoral training was supported by a NBCC Minority Fellowship and Chi Sigma Iota International Fellowship. Her research interests include clinical supervision, school counseling, and college access for underrepresented student groups. She worked as a school counselor for 15 years. Dr. Bledsoe is a member of the American Counseling Association and American School Counseling Association, and she serves on the executive counsel for the Alabama Counseling Association.

Alexandria K. Kerwin, Ph.D., LPC, NCC

Assistant Professor and COPE Clinical Coordinator

Contact Information:

Office Location: 142 Guyton

Telephone: 662-915-2342

Email: akkerwin@olemiss.edu

Dr. Kerwin has experience as a mental health counselor in a K-12 school-based setting, adolescent offenders program, and in university counseling centers. She also has worked as a community based advocate for refugees. Courses you are likely to take from Dr. Kerwin are Foundations of Clinical Mental Health Counseling, Family Counseling, and Practicum. Her research interests include professional identity, social justice, and counselor education.

Stephanie L. Lusk, Ph.D., CRC

Associate Professor

Contact Information:

Office Location: 106 Guyton

Telephone: 662-915-2167

Email: sllusk@olemiss.edu

Dr. Lusk received a doctorate from the University of Arkansas in Rehabilitation Education and Research. Her research interests include medicinal marijuana for the treatment of chronic health conditions and the treatment of opioid use disorders.

ADJUNCT INSTRUCTORS:

Dr. Franc Hudspeth, PhD, LPC-S, NCC, ACS, RPT-S, RPh
efhudspe@olemiss.edu

Michelle Perepiczka, PhD, LMHC, CSC, RPT-S, NCC
mperepic@olemiss.edu

Dr. Eric Jett, Ph.D., LPC-S, RPT-S

Mandy L. Perryman, Ph.D., LPC, NCC

Associate Professor and Program Coordinator

Contact Information:

Office Location: 139 Guyton

Telephone: 662-915-7816

Email: perryman@olemiss.edu

Dr. Perryman has been a counselor educator for nearly 15 years, with an emphasis on teaching multicultural counseling, theories of counseling, and counseling skills. Her clinical experience includes providing play therapy to children, as well as counseling adolescents and adults. Her research interests include eating disorders/disordered eating and wellness.

Amanda M. Winburn, Ph.D., LPC, RPT, NCSC,NCC

Associate Professor and Ed.S. Program Coordinator

Contact Information:

Office Location: 109 Guyton

Telephone: 662-915-8823

Email: amwinbur@olemiss.edu

Dr. Winburn has over a decade of experience working with children in various settings and is a licensed educator, school counselor, and school administrator. She primarily teaches courses within the School Counseling and Play Therapy specialty areas. Dr. Winburn has a strong interest in School Based Play Therapy and serves as the Ed.S. in Play Therapy Program Coordinator. Over the last 8 years, she has been actively involved in play therapy at the University of Mississippi both at the clinical setting as well as actively conducting research within the field. Other research interests include school counseling advocacy, leadership and anti-bullying policies and procedure.

Department Chair and Support Staff

Rick Balkin, Ph.D. LPC, NCC

Professor and Chair

Department of Leadership & Counselor Education

Contact Information:

Office Location: 120 Guyton

Telephone: 662-915-7069

Email: srniemey@olemiss.edu

Tori Huckaby

Administrative Assistant

Department of Leadership & Counselor Education

Contact Information:

Office Location: 120 Guyton

Telephone: 662-915-7069

Email: tori@olemiss.edu

Counselor Education Program Coordinator Assistant

2301 S. Lamar Blvd.

Oxford, MS 38655

O:662-915-2424

O:662-915-2424

F:662-915-1363

F:662-915-1363

<http://cope.olemiss.edu>120 Guyton

<http://cope.olemiss.edu>

Department of Leadership & Counselor Education

Forms

Student Responsibility Form

DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION COUNSELOR EDUCATION PROGRAM

I understand that I am responsible for the information presented in the Ed.S Program in C o u n s e l o r E d u c a t i o n Student Handbook.

I have reviewed these materials carefully. In particular, I reviewed information about:

- Required coursework and programs of study
- Program completion requirements, including required grades, openness to diversity expectations, required participation in counselor self-awareness activities, required adherence to the ACA Code of Ethics, practicum and internship requirements, and the comprehensive examination procedures and requirements
- Disciplinary and due process policies and procedures, including academic and non-academic grounds for discipline and/or dismissal from the program
- Post-graduation licensure, endorsement and certification procedures
- Professional associations and organizations

I understand that if I have questions concerning these materials and the statement below, it is my responsibility to ask my advisor for clarification.

I understand that some of my class assignments ask for personal reflection and that, at times, I may feel some deeper emotional experiences that may benefit from counseling or other therapeutic interventions. Should I have these types of emotional experiences, I understand that I am expected to seek professional services (i.e., University Counseling Center or private services). In addition, I understand that faculty may initiate student retention and remediation procedures should these experiences impede my performance as a counselor in training.

I understand that neither admission into the Counselor Education Program nor success in academic courses guarantee graduation.

I have carefully reviewed the M.Ed. Program in Professional Counseling Student Handbook and the statements made on this page. I understand that I am responsible for the information presented therein and that my signed form will be filed in my permanent academic record.

Printed Name Signature

Candidate Statement of Commitment to Counseling Dispositions

The School of Education is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective educators and/or counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. In addition to acquiring knowledge and developing skills, becoming counselors of excellence requires the development and consistent demonstration of professional dispositions. Essential professional dispositions are related to impact, professional identity and continuous growth, and ethics and include the following behaviors:

1. Impact

- A. Demonstrates awareness of own impact on others
- B. Demonstrates ability to deal with conflict
- C. Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment.

2. Professional Identity and Continuous Growth

- A. Demonstrates openness to new ideas
- B. Demonstrates multicultural awareness and sensitivity
- C. Accepts and uses feedback
- D. Expresses feelings effectively and appropriately
- E. Demonstrates professional appearance
- F. Cooperates with others
- G. Communicates effectively and appropriately
- H. Shows initiative and motivation (e.g., meets deadlines, attending class)

3. Ethics

- A. Accepts responsibility for personal actions and behaviors
- B. Attends to ethical and legal responsibilities including the ACA Code of Ethics and the University of Mississippi conduct code
- C. Discloses any unethical or unlawful activity from the time application was submitted into the program until the end of the program
- D. Demonstrates honesty, integrity, fairness, confidentiality, and respect for others
- E. **PhD Candidates ONLY:** Maintains appropriate boundaries when acting in role of instructor or supervisor

PhD Candidates ONLY: Understands limits of confidentiality when acting in role of instructor or supervisor The School of Education also requires assessment of the following dispositions:

- A. Demonstrates an expectation that all students can learn and are a vital part of the learning community
- B. Displays sensitivity to students' needs
- C. Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning
- D. Models poise, maturity, and sound judgment
- E. Engages in continuous self-evaluation and improvement
- F. Acts as a steward of the profession

Faculty and/or site supervisors will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as candidates interact with clients, students, families, colleagues, and communities.

I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional counselor. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions.

Student Signature of Commitment and Agreement

Students will note their agreement with and commitment to the dispositions via Qualtrics when completing their two self-assessments during the entry and midpoint courses designated by their programs.

SOE Candidate Grievance Form

| | |
|--------------------|--|
| Today's Date: | Date Incident Occurred: |
| Name: | Candidate ID # |
| Address; | E-mail: |
| City, State, Zip | Phone: (Home) (Cell) |
| Department: Major: | Graduate <input type="checkbox"/> Undergraduate <input type="checkbox"/> |

Statement regarding when you discovered the issue being grieved:
(Please attach additional comments.)

Statement of the Problem Being Grieved and Evidence to Support the
Grievance: (Please attach additional comments.)

Remedy or Action Being Requested:
(Please attach additional comments.)

Complete If Applicable:
Reason(s) for disagreement with previous decision if a prior hearing was held:
(Please attach additional comments.)

Request to Transfer Credit Hours

Students in the Counselor Education program may receive credit for previous courses at another universities with the approval of their faculty advisors and subject to university policies (see <http://catalog.olemiss.edu/graduate-school/academics>). A maximum of 12 semester hours of graduate credit from other accredited institutions can be transferred into a master's program at the discretion of the advisor. No more than 6 hours, subject to departmental approval, may be applied from a previous master's degree to a second master's degree. Typically, these courses are in the cognate and elective areas and do not include experiential courses such as group counseling, counseling skills, practicum or internship. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable.

To request the transfer of credit hours, you need to:

1. Request an official transcript showing the credits you wish to transfer be sent to the Graduate School Office (<https://gradschool.olemiss.edu/>). Call their office and confirm they have received the official transcript.
2. Email Dr. Perryman (perryman@olemiss.edu) your request form (below), along with an unofficial transcript showing your grades of B or better and a syllabus for each course you would like to transfer (if requested). The syllabus should be your syllabus from when you took the class.
3. Wait to hear from Dr. Perryman (within 10 business days of receiving your form) as to the outcome of your request.

Easy as 1-2-3!

Counselor Education Request to Transfer Credit Hours Form

| Name | ID# | | |
|----------|--------------|----------------|-------|
| Course # | Course Title | # Credit Hours | Grade |
| | | | |
| | | | |
| | | | |
| | | | |

Year/years (when credits were earned) _____

Name of institution (where credits where earned) _____