

**2024-2025**

**STUDENT HANDBOOK**  
**M.ED. PROGRAM IN**  
*Professional Counseling*

Revised: Summer 2024



THE UNIVERSITY of  
**MISSISSIPPI**

School of Education  
Leadership &  
Counselor Education

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# SECTION 1

## Introduction

**T**his handbook informs prospective applicants and currently enrolled master's students about the academic and experiential requirements necessary to earn the Master's of Education in Professional 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 master's 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 program's 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 and the Graduate Catalog, which are available at [olemiss.edu](http://olemiss.edu). 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. 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**

**T**he principle mission of the Counselor Education Program is to prepare counselors of 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 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.

### **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 master's program in Professional Counseling 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 Track
4. Ed.S. in Counselor Education – School Counseling Leadership Track
5. 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.

### **M.Ed. in Clinical Mental Health Counseling**

Professional clinical mental health counselors work with individuals, families, and other groups to address and treat mental and emotional disorders and to promote mental health. Clinical mental health counselors are trained to assist individuals dealing with a variety of concerns including career goals, wellness issues, depression, addiction and substance abuse, suicidal impulses, stress, grief, and problems with self-esteem. The clinical mental health counseling track qualifies graduates to work in a wide variety of mental health settings including inpatient, outpatient, college counseling, and private practice. Graduates may choose to work with a specialized population such as children, adolescents, couples, or families.

The objective of the Master of Education in professional counseling curriculum is to prepare students to be professional counselors. The counselor education faculty believes that the development of a strong professional identity, rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. A priority for the program is to serve the people of Mississippi by providing highly qualified counselors. The professional clinical mental health counseling program is a 60 credit hour program that requires experiential components including a 100 clock-hour practicum and 600 clock-hour internship.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for licensure as a professional counselor (LPC) in the State of Mississippi. In the semester of their graduation, students are eligible to sit for the National Counselor Examination for Licensure and Certification (NCE) and to apply to the State to be a Provisional Licensed Professional Counselor (P-LPC).

## **M.Ed. in School Counseling**

Professional school counselors are licensed professionals who assist students in their academic, social, emotional and career development, and help them define the best pathways to achieve satisfaction and success. Professional school counselors also serve as leaders and effective team members, working with parents/guardians, teachers, administrators, and other school personnel to ensure that each student succeeds. The school counseling track provides students with minimum qualifications to serve as licensed school counselors at the elementary, middle, or high school level.

The objective of the Master of Education in professional counseling curriculum is to prepare students to be professional counselors. The counselor education faculty believes that the development of a strong professional identity, rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. A priority for the program is to serve the people of Mississippi by providing highly qualified school counselors.

The school counseling track requires that all students successfully complete a range of program experiences, which include satisfactory completion of required courses, development of basic counseling skills, performance in a school-based practicum and internship, and demonstration of counseling and track-specific competencies beyond class requirements. The professional school counseling program is currently a 60 credit hour program that requires experiential components including a 100 clock-hour practicum and 600 clock-hour internship.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for licensure as a school counselor in the State of Mississippi. Upon graduation students are eligible to sit for the national PRAXIS examination in school counseling and to apply to the State for licensure as a professional school counselor.

### **Note:**

Students may not dually enroll in both master's degree programs but must instead select a single specialization track (clinical mental health counseling or school counseling). Students in a master's degree program may only change from one specialty area to another with permission of the full counselor education faculty. Please speak with the Program Coordinator or your advisor immediately if you are reconsidering your choice of specialty areas.

## **Additional Programs**

### **Ed.S. in Counselor Education – Play Therapy Track**

The Ed.S. in Counselor Education with emphasis in Play Therapy is an online program where you can complete the training and experience hours required to obtain the RPT (Registered Play Therapist) or School Based RPT credential in 2 years. Play Therapy is a rapidly growing field among a wide range of mental health professions and our online Ed.S. is the only degree of its kind and brings together mental health clinicians (counselors, school counselors, clinical social workers, psychologists, psychiatrists and more). In this program you will study alongside mental health professionals across the nation and graduate in approximately two years.

### **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 counselors 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 licensure (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.

The program entails 5 semesters of part time graduate study and has four primary foci:

- Provide training in school leadership, student advocacy, and supervision
- Prepare students to meet requirements to obtain a higher tiered educator's license
- Prepare students to further their knowledge and understanding of leadership and advanced school counseling models
- Provide students with further opportunities for advanced credentials such as National Certified Counselor (NCC)

### **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 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).



## SECTION 3

### Program Goals and Objectives

The primary objective of the Master's of Education in Professional Counseling curriculum is to prepare students to become successful professional counselors 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 are essential to becoming a professional counselor. The program's first priority is to serve the people of local, state, national, and international communities by providing highly qualified counselors.

The Master of Education in Professional Counseling curriculum is designed to build a strong foundation for graduates entering the helping counseling professions. 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 counseling. The foundation of the program is developed upon the eight common-core areas of the Council of Accreditation for Counseling and Related Educational Program (CACREP).

### CACREP Standards

All students enrolled in the M.Ed. in professional counseling program will gain knowledge about the following areas as specified by the 2024 CACREP Standards:

- A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
  1. history and philosophy of the counseling profession and its specialized practice areas
  2. the multiple professional roles and functions of counselors across specialized practice areas
  3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
  4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
  5. the role and process of the professional counselor advocating on behalf of the profession
  6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
  7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
  8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
  9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
  10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
  11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
  12. the purpose of and roles within counseling supervision in the profession

## B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

## C. LIFESPAN DEVELOPMENT

1. theories of individual and family development across the lifespan
2. theories of cultural identity development
3. theories of learning
4. theories of personality and psychological development
5. theories and neurobiological etiology of addictions
6. structures for affective relationships, bonds, couples, marriages, and families
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan
8. models of psychosocial adjustment and adaptation to illness and disability
9. the role of sexual development and sexuality related to overall wellness
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
13. effects of crises, disasters, stress, grief, and trauma across the lifespan

## D. CAREER DEVELOPMENT

1. theories and models of career development, counseling, and decision-making
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients' life experiences

5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
6. career development program planning, organization, implementation, administration, and evaluation
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
8. strategies for advocating for employment support for individuals facing barriers in the workplace
9. strategies for facilitating client skill development for career, educational, and life-work planning and management
10. career and postsecondary training readiness and educational decision-making
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups
12. ethical and legal issues relevant to career development and career counseling

#### E. COUNSELING PRACTICE AND RELATIONSHIPS

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
2. critical thinking and reasoning strategies for clinical judgment in the counseling process
3. case conceptualization skills using a variety of models and approaches
4. consultation models and strategies
5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
9. interviewing, attending, and listening skills in the counseling process
10. counseling strategies and techniques used to facilitate the client change process
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
12. goal consensus and collaborative decision-making in the counseling process
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention
16. record-keeping and documentation skills
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
18. classification, effects, and indications of commonly prescribed psychopharmacological medications
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

#### F. GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors of group work and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. application of technology related to group counseling and group work
7. types of groups, settings, and other considerations that affect conducting groups

8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
10. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

#### G. ASSESSMENT AND DIAGNOSTIC PROCESSES

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability and validity in the use of assessments
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
6. ethical and legal considerations for selecting, administering, and interpreting assessments
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
8. use of assessments in academic/educational, career, personal, and social development
9. use of environmental assessments and systematic behavioral observations
10. use of structured interviewing, symptom checklists, and personality and psychological testing
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
12. procedures to identify substance use, addictions, and co-occurring conditions
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
14. procedures for assessing clients' experience of trauma
15. procedures for identifying and reporting signs of abuse and neglect
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
17. procedures for using assessment results for referral and consultation

#### H. RESEARCH AND PROGRAM EVALUATION

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of

research and program evaluation

11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

### **CACREP Standards for Clinical Mental Health Counseling Entry-Level Specialized Practice Area**

Students enrolled in the M.Ed. program in Clinical Mental Health Counseling are preparing to specialize as clinical mental health counselors and will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2024 CACREP Standards:

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

### **CACREP Standards for School Counseling Entry-Level Specialized Practice Area**

Students enrolled in the M.Ed. program in School Counseling will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2024 CACREP Standards:

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental

health and behavioral disorders

13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

## **Program-Specific Objectives**

While working to ensure that the curriculum addresses all of the CACREP standards identified above, the Counselor Education Program has identified specific objectives for each program.

<p style="text-align: center;"><b>The University of Mississippi Clinical Mental Health Counseling M.Ed. Program Objectives</b></p>
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### **Program Objectives**

The objectives of the Clinical Mental Health Counseling program at The University of Mississippi are...

- to prepare students with the knowledge and skills associated with the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These 8 core areas are:
  1. Professional Counseling Orientation and Ethical Practice
  2. Social and Cultural Identities and Experiences
  3. Lifespan Development
  4. Career Development
  5. Counseling Practice and Relationships
  6. Group Counseling and Group Work
  7. Assessment and Diagnostic Processes
  8. Research and Program Evaluation
- to prepare students to with the knowledge and skills to engage in diagnosis, case conceptualization, treatment planning and interventions with a diverse clientele in an agency setting
- to prepare students to identify and serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities by helping underserved and oppressed client populations

The following table identifies key performance indicators which will be assessed to evaluate student mastery of each objective.

<b>Program Objectives</b> The objectives of the Clinical Mental Health Counseling program at The University of Mississippi are to prepare students with the knowledge and skills associated with each of the following eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	<b>Key Performance Indicators</b> The Clinical Mental Health Counseling program at The University of Mississippi will evaluate program success in achieving its objectives by measuring the following key performance indicators:
1. Professional Counseling Orientation and Ethical Practice	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding of the counselor's various professional roles and functions in providing ethically sound counseling and advocacy.</li> </ul>
2. Social and Cultural Identities and Experiences	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge of theories of multicultural counseling, cultural identity development, and strategies for social advocacy.</li> <li>Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.</li> <li>Students will demonstrate multicultural counseling competencies as counselors-in-training.</li> </ul>
3. Lifespan Development	<ul style="list-style-type: none"> <li>Students will demonstrate the knowledge of culturally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.</li> </ul>
4. Career Development	<ul style="list-style-type: none"> <li>Students will demonstrate the knowledge of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.</li> </ul>
5. Counseling Practice and Relationships	<ul style="list-style-type: none"> <li>Students will demonstrate the knowledge of the counseling relationship and process both in-person and technology assisted, techniques for prevention and crisis intervention in a multicultural society, knowledge of counselor characteristics that influence the counseling process, and community-based resources.</li> <li>Students will demonstrate the knowledge of counseling theories and models for case conceptualization and consultation as well as the development of a personal model of counseling.</li> </ul>
6. Group Counseling and Group Work	<ul style="list-style-type: none"> <li>Students will demonstrate a theoretical understanding of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.</li> <li>Students will participate as group members in on-going, small group activities, approved by the program, for a minimum of 10 clock hours over one semester.</li> <li>Students will facilitate or co-facilitate a counseling group during practicum and/or internship.</li> </ul>



<b>Program Objective</b>	<b>Key Performance Indicator</b>
7. Assessment and Diagnostic Processes	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of informal and formal assessment procedures for diagnostic and intervention planning purposes in counseling, including basic concepts of standardized testing, norms, statistical concepts, and psychometric properties.</li> <li>• Students will demonstrate knowledge about how to assess risk of aggression or danger to others, self-inflicted harm, or suicide as well as procedures for identifying trauma and reporting abuse.</li> </ul>
8. Research and Program Evaluation	<ul style="list-style-type: none"> <li>• Students will demonstrate a practical understanding of scientific literature, research methods, statistics, and program evaluation, including cultural implications for interpretation and reporting.</li> </ul>
<ul style="list-style-type: none"> <li>• to prepare students to with the knowledge and skills to engage in diagnosis, case conceptualization, treatment planning and interventions with a diverse clientele in an agency setting</li> </ul>	<ul style="list-style-type: none"> <li>• Students will integrate and apply diagnostic and case conceptualization skills when treatment planning and intervening with diverse clientele in an agency setting.</li> </ul>
<ul style="list-style-type: none"> <li>• to prepare students to identify and serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities by helping underserved and oppressed client populations</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify and serve as professional counselors, advocates, and leaders who maximize opportunities for individuals, groups, and communities by helping underserved and oppressed client populations.</li> </ul>

**The University of Mississippi  
School Counseling  
M.Ed. Program Objectives**

**Program Objectives**

The objectives of the School Counseling program at The University of Mississippi are...

- to prepare students with the knowledge and skills associated with the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These 8 core areas are:
  1. Professional Counseling Orientation and Ethical Practice
  2. Social and Cultural Identities and Experiences
  3. Lifespan Development
  4. Career Development
  5. Counseling Practice and Relationships
  6. Group Counseling and Group Work
  7. Assessment and Diagnostic Processes
  8. Research and Program Evaluation
- to prepare students to with the knowledge and skills to effectively comprehensive guidance and counseling program within the k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students
- to prepare students to identify and serve as professional school counselors, advocates, and leaders who display an appropriate level of self-awareness, sensitivity to others, and the ability to relate to and counsel a diverse group of students

The following table identifies key performance indicators which will be assessed to evaluate student mastery of each objective.

<b>Program Objectives</b> The objectives of the School Counseling program at The University of Mississippi are to prepare students with the knowledge and skills associated with each of the following eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	<b>Key Performance Indicators</b> The School Counseling program at The University of Mississippi will evaluate program success in achieving its objectives by measuring the following key performance indicators:
1. Professional Counseling Orientation and Ethical Practice	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the counselor’s various professional roles and functions in providing ethically sound counseling and advocacy.</li> </ul>
2. Social and Cultural Identities and Experiences	<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of theories of multicultural counseling, cultural identity development, and strategies for social advocacy.</li> <li>• Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.</li> <li>• Students will demonstrate multicultural counseling competencies as counselors-in-training.</li> </ul>
3. Lifespan Development	<ul style="list-style-type: none"> <li>• Students will demonstrate the knowledge of culturally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.</li> </ul>
4. Career Development	<ul style="list-style-type: none"> <li>• Students will demonstrate the knowledge of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.</li> </ul>
5. Counseling Practice and Relationships	<ul style="list-style-type: none"> <li>• Students will demonstrate the knowledge of the counseling relationship and process both in-person and technology assisted, techniques for prevention and crisis intervention in a multicultural society, knowledge of counselor characteristics that influence the counseling process, and community-based resources.</li> <li>• Students will demonstrate the knowledge of counseling theories and models for case conceptualization and consultation as well as the development of a personal model of counseling.</li> </ul>
6. Group Counseling and Group Work	<ul style="list-style-type: none"> <li>• Students will demonstrate a theoretical understanding of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.</li> <li>• Students will participate as group members in on-going, small group activities, approved by the program, for a minimum of 10 clock hours over one semester.</li> <li>• Students will facilitate or co-facilitate a counseling group during practicum and/or internship.</li> </ul>

Program Objective	Key Performance Indicator
7. Assessment and Diagnostic Processes	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of informal and formal assessment procedures for diagnostic and intervention planning purposes in counseling, including basic concepts of standardized testing, norms, statistical concepts, and psychometric properties.</li> <li>• Students will demonstrate knowledge about how to assess risk of aggression or danger to others, self-inflicted harm, or suicide as well as procedures for identifying trauma and reporting abuse.</li> </ul>
8. Research and Program Evaluation	<ul style="list-style-type: none"> <li>• Students will demonstrate a practical understanding of scientific literature, research methods, statistics, and program evaluation, including cultural implications for interpretation and reporting.</li> </ul>
<ul style="list-style-type: none"> <li>• to prepare students to with the knowledge and skills to effectively comprehensive guidance and counseling program within the k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate the knowledge and skills to effectively comprehensive guidance and counseling program within the k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students.</li> </ul>
<ul style="list-style-type: none"> <li>• to prepare students to identify and serve as professional school counselors, advocates, and leaders who display an appropriate level of self-awareness, sensitivity to others, and the ability to relate to and counsel a diverse group of students</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the school counselor’s professional role, including advocacy, leadership, collaboration, and systemic change.</li> <li>• Students will demonstrate and apply knowledge of ethical standards and culturally relevant counseling in a K-12 setting.</li> </ul>

## Methods of Instruction

To assist students in mastering the knowledge, skills and dispositions necessary for success as a professional counselor, the program employs various methods of instruction geared toward adult learners. The M.Ed. in Counselor Education is a **face-to-face program**. We also offer some classes with various delivery methods in certain semesters. These include:

- Campus-based classes
- Online classes
- Hybrid classes (online and in-person combined)
- Remote classes
- Campus-based experiential classes
- 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 counseling. 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 considerable 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, as well as a personal statement as to why this is the best program to help them reach their career goals.

At a minimum, applicants to the program must:

- Hold a bachelor's degree from an approved institution with a grade point average of at least 3.0 on the course work attempted. [Individuals with a 2.75 undergraduate grade point average, or 3.0 on the last 60 hours, may be admitted on a provisional status.]
- Complete a Graduate School application online which includes official transcripts
- Upload the following supplemental materials to the Graduate School application:
  - Current resume
  - Personal statement
  - 3 letters of reference
- Submit all admissions materials no later than the March 1 deadline
- Participate in an interview with faculty (if invited)

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

#### **Diversity Recruitment Statement**

The Master's 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 meet with their advisor to begin program planning by the end of their first semester of study. All students must have a written program of study on file in order to continue into a second 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 select electives and to build a program of study that fits the student's needs and meets program requirements. The written program of study must be signed by the student, advisor, and the graduate program coordinator. The student must consult with the advisor about making any future program changes. The signed program of study becomes the university's contract with the student. The original is kept in the department files, and copies of it are provided both to the student and the Graduate School. Sample programs of study are included on the next pages.

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



**Program of Study – 60 credits**  
 Clinical Mental Health Counseling M.Ed. Program  
 Department of Leadership and Counselor Education

\_\_\_\_\_  
 Date Completed

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

\_\_\_\_\_  
 City State Zip Code Email Address

Required Courses	Credits	Planned	Completed
COUN 601 Lifespan Development	3		
COUN 603 Counseling Skills	3		
COUN 604 Research in Counseling	3		
COUN 606 Counseling Theories	3		
COUN 607 Group Procedures	3		
COUN 608 Issues and Ethics in Counseling	3		
COUN 609 Multicultural Counseling	3		
COUN 611 Assessment	3		
COUN 614 Family Counseling	3		
COUN 640 Career Counseling	3		
COUN 642 Crisis Intervention	3		
COUN 644 Counseling Children & Adolescents	3		

**Clinical Mental Health Counseling Specialization**

COUN 612 Foundations of Clinical Mental Health Counseling	3		
COUN 613 Diagnostic Systems in Counseling	3		
COUN 615 Addictions Counseling	3		
COUN 617 Pre-Practicum and Advanced Skills for CMHC	3		

**Practicum**

COUN 662 Practicum	3		
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**Internship**

COUN 664 Internship in Counseling	3		
COUN 664 Internship in Counseling	3		

**Elective**

	3		
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**Exit Requirements**

	Planned	Date Passed
Counselor Preparation Comprehensive Examination		

Advisor's Name: \_\_\_\_\_ Program must be completed by: \_\_\_\_\_

\_\_\_\_\_  
 Student Signature Advisor's Signature Program Coordinator Signature



**Program of Study – 60 credits**  
 School Counseling M.Ed. Program  
 Department of Leadership and Counselor Education

\_\_\_\_\_ Date Completed

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

\_\_\_\_\_ City

\_\_\_\_\_ State

\_\_\_\_\_ Zip Code

\_\_\_\_\_ Email Address

Required Courses	Credits	Planned	Completed
COUN 601 Lifespan Development	3		
COUN 603 Counseling Skills	3		
COUN 604 Research in Counseling	3		
COUN 606 Counseling Theories	3		
COUN 607 Group Procedures	3		
COUN 608 Issues and Ethics in Counseling	3		
COUN 609 Multicultural Counseling	3		
COUN 611 Assessment	3		
COUN 614 Family Counseling	3		
COUN 640 Career Counseling	3		
COUN 642 Crisis Intervention	3		
COUN 644 Counseling Children & Adolescents	3		

**School Counseling Specialization**

COUN 617 Pre-Practicum and Advanced Skills for School	3		
COUN 630 Foundations of School Counseling	3		
COUN 636 Advanced School Counseling	3		
COUN 637 Leadership, Advocacy & Accountability in School Counseling	3		

**Practicum**

COUN 661 School Practicum	3		
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**Internship**

COUN 663 Internship in School Counseling	3		
COUN 663 Internship in School Counseling	3		

**Elective**

	3		
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**Exit Requirements**

	Planned	Date Passed
Counselor Preparation Comprehensive Examination		

Advisor's Name: \_\_\_\_\_ Program must be completed by: \_\_\_\_\_

\_\_\_\_\_ Student Signature

\_\_\_\_\_ Advisor's Signature

\_\_\_\_\_ Program Coordinator Signature

## 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.

### Clinical Mental Health Counseling Course Sequence - Tentative

YEAR 1			YEAR 2			
FALL	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER
Foundations	Skills	Career	Internship	Crisis	DSM	Addictions
Lifespan	Group	Assess	Multicultural		Family	Elective
Theories	Child & Adol	Ethics	Research		Internship	
		Pre-prac				
		Practicum				
9	9	15	9	3	9	9

### School Counseling Course Sequence - Tentative

YEAR 1						YEAR 2				
FALL	WINTER	SPRING	MAY	SUMMER	AUG	FALL I	FALL II	FALL	WINTER	SPRING
Foundations	Lead in SC	Skills	Pre-prac	Assessment	Practicum (1)	Practicum (2)	Intern	Research	Crisis	Adv. SC
Lifespan		Group		Career				Multicultural		Family
Theories		Child & Adol		Ethics						Intern
				Elective						
9	3	9	3	12	1	2	3	6	3	9



## **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 program 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 master'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, development of basic counseling skills, performance in practicum and internship, 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 M.Ed. programs in professional counseling 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.

### **Clinical Mental Health Counseling (60 Hours)**

- COUN 601 Lifespan Development
- COUN 603 Counseling Skills
- COUN 604 Research in Counseling
- COUN 606 Counseling Theories
- COUN 607 Group Procedures
- COUN 608 Issues and Ethics in Counseling
- COUN 609 Multicultural Counseling
- COUN 611 Assessment in Counseling
- COUN 612 Foundations of Clinical Mental Health Counseling
- COUN 613 Diagnostic Systems in Counseling
- COUN 614 Family Counseling
- COUN 615 Addictions Counseling
- COUN 617 Pre-Practicum and Advanced Skills
- COUN 640 Career Counseling
- COUN 642 Crisis Intervention
- COUN 644 Counseling Children & Adolescents
- COUN 662 Practicum
- COUN 664 Internship in Clinical Mental Health Counseling (6 credits)
- Elective (3 credits)

### **School Counseling (60 Hours)**

- COUN 601 Lifespan Development
- COUN 603 Counseling Skills
- COUN 604 Research in Counseling
- COUN 606 Counseling Theories
- COUN 607 Group Procedures
- COUN 608 Issues and Ethics in Counseling
- COUN 609 Multicultural Counseling
- COUN 611 Assessment in Counseling
- COUN 614 Family Counseling
- COUN 617 Pre-Practicum and Advanced Skills
- COUN 640 Career Counseling
- COUN 642 Crisis Intervention
- COUN 644 Counseling Children & Adolescents
- COUN 630 Foundations of School Counseling
- COUN 636 Advanced School Counseling
- COUN 637 Leadership, Advocacy, & Accountability in School Counseling
- COUN 661 School Practicum
- COUN 663 Internship in School Counseling (6 credits)
- Elective (3 credits)

## **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 may be dismissed from the program upon the receipt of the second C+. If a student earns a grade lower than a C+ (i.e. C, C-, D, or F) in any graduate level course, the student may be dismissed from the program. 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.

## **Transfer Credits**

Students who have transferred into this 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 Program Coordinator. 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. See **Request to Transfer Credit Hours** form in Appendices of handbook.

## **Openness to Diversity Expectations**

The Master's 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.

By accepting the invitation to enter the Master's Program in Counselor Education, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others and to learn to communicate more effectively with diverse human beings.

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](http://www.counseling.org).

## **Establishing & Maintaining Appropriate Boundaries**

Counselor Education faculty and students will create and uphold appropriate professional boundaries to ensure the well-being of all students. While all are expected to develop positive working relationships and communicate effectively, “Counselor Educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned” (ACA, 2014, F10d). This ethical obligation extends to doctoral students throughout their time in the program as they will be supervising, teaching, and mentoring M.Ed. students.

## **Practicum and Internship 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 skills with actual clients in a counseling setting. Clinical Mental Health Counseling Students will be required to complete their practicum in the Counselor Education Clinic for Outreach and Personal Enrichment (located at the South Oxford Campus). School Counseling students are placed in a K-12 setting to complete their practicum. Before students begin their experiential courses (Practicum and Internship), they must have approval of the faculty. Students are assessed on their academic progress, as well as professional dispositions.

## **Background Check and Drug Testing**

Many practicum and internship settings require background checks and drug testing. A background check is mandatory for practicum and internship placement. Required background checks may be completed through the online services of CastleBranch.com. The package cost is \$45 and is paid online at the time of application submission. To complete the background check:

- Visit <https://portal.castlebranch.com/uz41>
- Click “Place Order” button.
- Follow the directions to set up your myCB account.
- Remember that you will need to monitor your background check after it has been submitted.
- Once it is complete, submit the final report to the internship coordinator.

All background checks and drug test results will be evaluated and used as one of the measures to determine if candidates possess the dispositions essential for success as a future counselor. If a criminal history is detected, the candidate will be required to meet with faculty to discuss the violation. At this meeting, the candidate will be informed of his/her status as a candidate in the Counselor Education Program at the University of Mississippi. If the faculty recommends dismissal, the candidate will have the option to appeal the decision to the Dean of the School of Education within 3 days of the decision.

## **Practicum Requirements**

In accordance with the 2024 CACREP Standards, the following are requirements of practicum:

### **Insurance**

1. Students must be covered by individual professional counseling liability insurance policies while enrolled in practicum.

### **Clock Hours**

2. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term.
3. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

### **Supervision**

4. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
5. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
6. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
7. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **Evaluation**

8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

### **Experiences**

9. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum.
10. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

Practicum serves as an integrating component in master's degree programs, affording students a structured and supportive environment in which to apply counseling theories, techniques, and skills learned in previous coursework. Ideally, practicum provides students the opportunity to provide individual and/or group counseling to diverse clients with varying life situations. Students also develop skills in observation, feedback, case preparation, interview analysis and reporting. They should also become more aware of a variety of professional resources, including technological resources, and community referral agencies.

## **Internship Requirements**

In accordance with the 2024 CACREP Standards, the following are requirements of internship:

### **Insurance**

1. Students must be covered by individual professional counseling liability insurance policies while enrolled in internship.

### **Clock Hours**

2. Students may not begin internship until the semester after they successfully complete practicum.
3. For internship, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
4. Internship students complete at least 240 clock hours of direct service.

### **Supervision**

5. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
6. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
7. Supervision of internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
8. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **Evaluation**

9. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

### **Experiences**

10. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.
11. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

**More detailed information about practicum and internship requirements can be found in the Practicum & Internship Handbook.**

## Comprehensive Examination Procedures and Requirements

Mastery of the knowledge content of the program is assessed in many ways throughout the program. One specific milestone for assessing students' mastery of content knowledge is the program comprehensive examination. All master's degree students in the Counselor Education Program are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate from the program.

### About the CPCE

The CPCE is a national examination offered and scored by the Center for Continuing Education (CCE). This exam assesses knowledge content from the eight CACREP common core knowledge content areas.

CPCE Area	Related Courses in M.Ed. Program
Assessment & Diagnostic Procedures	Assessment in Counseling; DSM
Career Development	Career Counseling
Group Counseling & Group Work	Group Procedures
Counseling Practice & Relationships	Counseling Skills Counseling Theories
Lifespan Development	Lifespan Development
Professional Counseling Orientation & Ethical Practice	Foundations of Professional Counseling Issues and Ethics in Counseling
Research & Program Evaluation	Research in Counseling
Social & Cultural Identities and Experiences	Multicultural Counseling

### Eligibility to Sit for the CPCE

As illustrated in the table above, the sections of the CPCE correspond closely with a number of required courses in the M.Ed. program. Therefore, students must successfully complete all of the following content knowledge courses before taking the CPCE.

- COUN 611 Assessment in Counseling
- COUN 640 Career Counseling
- COUN 607 Group Procedures
- COUN 603 Counseling Skills
- COUN 606 Counseling Theories
- COUN 601 Lifespan Development
- COUN 612 Foundations of Clinical Mental Health Counseling  
or COUN 630 Foundations of School Counseling
- COUN 608 Issues and Ethics in Counseling
- COUN 604 Research in Counseling
- COUN 609 Multicultural Counseling



## Scoring of the CPCE

All master's degree students in the Counselor Education Program are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate from the program. The passing score is equivalent to a -1 Z score.

Students will receive a total score and individual scores for each of the knowledge content areas. Students not passing the comprehensive exam on the first attempt will have an additional attempt to pass the exam. Students must schedule their second exam themselves in coordination with the CCE and Person VUE center. They will communicate with their advisor and program coordinator about the reschedule date. Students who do not pass the examination after the second attempt will be dismissed from the program. See Section 7 of this handbook.

## 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 2024 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

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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 2024 4B&C).

## **SECTION 9**

### **Licensure, Endorsement and Certification**

#### **Endorsement by Faculty**

Graduates of our master's degree programs in professional counseling are eligible to apply for licensure by the State of Mississippi or by other states in which they later establish residency. Eligibility for licensure generally requires:

- Completion of a degree program meeting the credentialing body's established minimum education requirements
- Endorsement by the counselor education program faculty at the university from which the degree was earned
- Passage of examinations

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.

#### **Professional Counselor Licensure (LPC)**

Graduates of the Clinical Mental Health Counseling Program are eligible to be recommended for provisional licensure (P-LPC), then the Mississippi Licensed Professional Counselor (LPC) license. After successful completion of degree requirements and a passing score on the National Counselor Examination for Licensure and Certification (NCE), students are eligible to practice under the supervision of a licensed professional counselor. In order to begin doing so, graduates must make arrangements to be supervised by a Board Qualified Supervisor (BQS), and the supervisor must submit a Post-Graduate Supervisory Agreement Form. This form must be submitted online on the website for the Mississippi State Board of Examiners for Licensed Professional Counselors: <https://www.lpc.ms.gov/secure/index.asp>. Without this agreement in place and without ongoing supervision, graduates may not practice counseling.

Applications and further information on licensure and the licensure examination may be obtained directly from the Mississippi State Board of Examiners for Licensed Professional Counselors; 239 N. Lamar Street – Suite 402; Jackson, MS 39201; (601)-359-1010  
<https://www.lpc.ms.gov/secure/index.asp>

## **Educator License in Guidance and Counseling**

Students completing the School Counseling Program are eligible to apply to the Mississippi Board of Education for a Class AA Five Year Educator License in Guidance and Counseling (436). Licensure guidelines are available at <http://www.mde.k12.ms.us/OEL/LG>. There are three ways in which to meet the requirements for this credential, depending upon whether you are also licensed as a teacher.

### **Either**

1. Hold a five year educator license
2. Complete a master's degree program in guidance and counseling
3. Praxis II (Specialty Area Test for Guidance Counselor)

### **OR**

1. Complete an approved master's degree program for guidance and counseling which includes a full year internship
2. Twenty-one (21) ACT equivalent or achieve the nationally recommended passing score on the Praxis Core Academic Skills for Educators examination; AND No less than 2.75 GPA on content coursework in the requested area of certification or passing Praxis II scores at or above the national recommended score provided that the accepted cohort of candidates of the institution's teacher education program meets or exceeds a 3.0 GPA on pre-major coursework.
3. Praxis CORE (Core Academic Skills for Educators)
4. Praxis II (Specialty Area Test for Guidance Counselor)

### **OR**

1. Hold National Certified School Counselor (NCSC) credential issued by National Board of Certified Counselors (NBCC)

## **National Counselor Certification (NCC)**

Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the National Certified Counselor (NCC) credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. The requirements to become an NCC are: (1) a master's degree in counseling or with a major study in counseling from a regionally accredited institution; (2) 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master's time period; and (3) passage of the National Counselor Examination for Licensure and Certification (NCE). For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, or [www.nbcc.org](http://www.nbcc.org).

# 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](http://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.

<b><u>Capitol Area</u></b>	(Hinds, Rankin, Warren, Claiborne)
<b><u>Delta Area</u></b>	(Issaquena, Sunflower, Leflore, Coahoma, Washington, Sharkey, Bolivar, Humphries)
<b><u>Mid-Eastern</u></b>	(Scott, Lauderdale, Leake, Oktibbeha, Neshoba, Clay, Newton, Kemper, Lowndes, Winston, Noxubee)
<b><u>Gulf Coast</u></b>	(Stone, Hancock, George, Harrison, Jackson, Pearl River)
<b><u>Magnolia</u></b>	(Copiah, Lincoln, Jefferson, Adams, Wilkinson, Amite, Walthall, Lawrence, Simpson, Pike, Franklin)
<b><u>Mid-Mississippi</u></b>	(Holmes, Choctaw, Montgomery, Attala, Webster, Grenada, Madison, Yazoo, Carroll)
<b><u>Northeast</u></b>	(Alcorn, Prentiss, Tishomingo, Union, Tippah)
<b><u>Northwest</u></b>	(Benton, DeSoto, Tate, Tunica, Lafayette, Tallahatchie, Panola, Quitman, Marshall, Calhoun, Yalobusha)
<b><u>Pinebelt</u></b>	(Smith, Jasper, Clark, Jones, Covington, Wayne, Marion, Lamar, Jeff Davis, Forrest, Perry, Greene)
<b><u>Tombigbee</u></b>	(Lee, Pontotoc, Itawamba, Chickasaw, Monroe)

## **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.

#### **Kenya G. Bledsoe, Ph.D., LPC-S, NCC, NCSC, BC-TMH**

**Assistant Professor**

**Contact Information:**

Office Location: 143 Guyton

Telephone: 662-915-8821

Email: [kbledsoe@olemiss.edu](mailto:kbledsoe@olemiss.edu)

Dr. Kenya Bledsoe is a licensed professional counselor and supervising counselor with 20 years of counseling experience. Dr. Bledsoe's research interests include clinical supervision of school counselors, marginalized student groups, and anti-racist school counseling. Dr. Bledsoe is a member of the American Counseling Association and American School Counseling Association and holds numerous counseling leadership positions at regional and national levels.

#### **Franc Hudspeth, Ph.D., LPC-S (MS & AR), NCC, ACS, RPT-S, RPh**

**Associate Professor**

**Play Therapy Program Coordinator**

**Contact Information:**

Office Location:

Telephone: 203-307-0332

Email: [efhudspe@olemiss.edu](mailto:efhudspe@olemiss.edu)

Franc is Program Coordinator of the Ed.S. in Counselor Education-Play Therapy Emphasis and a Clinical Associate Professor in the Department of Leadership and Counselor Education. He is Editor of the *International Journal of Play Therapy*, Co-Editor of the *Journal of Military and Government Counseling* as well as an editorial board member for the *Journal of Creativity in Mental Health* and *The Professional Counselor*. He serves as Past-President of the Association for Creativity in Counseling and President of the Military and Government Counseling Association. He received his doctorate, in Counselor Education & Supervision, from the University of Mississippi in 2009. He has been a Registered Pharmacist since 1989, Licensed Professional Counselor since 2004, and a Registered Play Therapist-Supervisor since 2007. His writing and research interests include creative applications in mental health, telemental health ethical and



legal issues, neuroscience influences on play therapy, trauma's impact on brain development, and psychopharmacology.

## **Alexandria Kerwin Hodges, Ph.D., LPC-S, BC-TMH, NCC**

**Associate Professor  
Program Coordinator**

### **Contact Information:**

Office Location: 103 Guyton  
Telephone: 662-915-2342  
Email: akkerwin@olemiss.edu

Dr. Hodges has been a counselor since 2008, counselor educator since 2014, and she currently serves as the Program Coordinator for the Counselor Education program. Her clinical experience includes school-based mental health counseling in a K-12 setting, adolescent offenders program, and university counseling centers. She also has worked as a community-based advocate for refugees. She currently works part-time in private practice and specializes in Emotionally Focused Couples Therapy. Courses you are likely to take from Dr. Hodges are Family Counseling, Foundations of Clinical Mental Health, Crisis Counseling, Lifespan, and Practicum. Her research interests include professional identity, social justice, and counselor education.

## **Stephanie L. Lusk, Ph.D., CRC**

**Professor and Ph.D. Program Coordinator**

### **Contact Information:**

Office Location: 106 Guyton  
Telephone: 662-915-2167  
Email: slusk@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.

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

**Associate Professor**

### **Contact Information:**

Office Location: 139 Guyton  
Telephone: 662-915-7816  
Email: perryman@olemiss.edu

Dr. Perryman has been a counselor educator since 2005. She primarily teaches master's and doctoral courses, with a passion for teaching ethics, multicultural counseling, counseling skills, and teaching Counselor Education. Her grant work focuses on training K-12 personnel to identify and support adolescents struggling with mental health challenges and substance abuse.

## **Amanda Winburn, Ph.D., LPC, RPT, NCC, NCSC**

**Professor and Ed.S. Program Coordinator**

**Assistant Department Chair**

### **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.

## **Erika LeBlanc, Ph.D., LPC (TX)**

**Associate Professor**

### **Contact Information:**

Office Location: 142 Guyton

Telephone: 662-915-7659

Email: elschmil@olemiss.edu@olemiss.edu

Dr. Schmit received a doctorate from Texas A&M University-Corpus Christi. Her areas of expertise include clinical mental health, inpatient treatment, suicide intervention and training, and teaching and research practices in Counselor Education. In 2022, she was awarded the Texas Association for Counselor Education and Supervision's Outstanding Counselor Educator Award.

## **Administrators and Support Staff**

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

Professor and Department Chair Department of  
Leadership & Counselor Education  
Coordinator of Educational Research & Design, School of Education

**Contact Information:**

Office Location: 120 Guyton  
Telephone: 662-915-7069  
Email: [rsbalkin@olemiss.edu](mailto:rsbalkin@olemiss.edu)

### **Cindy Rimoldi**

Operations Coordinator II  
Department of Leadership & Counselor Education

**Contact Information:**

Office Location: 120 Guyton  
Telephone: 662-915-7069  
Email: [crimoldi@olemiss.edu](mailto:crimoldi@olemiss.edu)

### **Erica Montgomery, Ph.D., LPC-S**

Clinic Coordinator for The Clinic of Outreach and  
Personal Enrichment (COPE)  
Practicum & Internship Coordinator

**Contact information:**

Office Location: South Oxford Center – COPE  
Telephone: 662-915-7197  
Email: [eemontgo@olemiss.edu](mailto:eemontgo@olemiss.edu)





# Course Descriptions

## **COUN 601 Lifespan Development**

COURSE DESCRIPTION: (3 credit hours) This introductory course is designed for students to develop an understanding of human growth and development over life span. Emphasis on physiological, cognitive, social, emotional, personality, spiritual, and moral development, as well as legal, ethical, and diversity issues will be reviewed in relation to human growth and development.

## **COUN 603 Counseling Skills**

COURSE DESCRIPTION: (3 credit hours) This course provides the foundation for practicum and internship experiences. Students learn fundamental helping skills under faculty supervision. This course focuses on the development of counseling skills through instruction and experiential exercises, including recorded practice sessions. Demonstration of these skills is a prerequisite for enrollment in practicum.

## **COUN 604 Research in Counseling**

COURSE DESCRIPTION: (3 credit hours) In this course, students will be introduced to research methods, statistical analysis, needs assessment, and program evaluation as it relates to the field of counseling. Quantitative and qualitative paradigms, research activities, computational and computer applications, critical consideration of research and accountability, professional writing, and research design related to professional counseling will be emphasized.

## **COUN 606 Counseling Theories**

COURSE DESCRIPTION: (3 credit hours) This course explores counseling theories that provide models to conceptualize client presentation and that help select appropriate counseling interventions. Students will be exposed to theories and models of counseling that are consistent with current professional research and practice in the counseling field.

## **COUN 607 Group Procedures**

COURSE DESCRIPTION: (3 credit hours) This course examines group dynamics, both in theory and in practice. Students will learn about various types of counseling groups, group stages and dynamics, ethical considerations, diversity, and facilitation skills. Application of group counseling in various settings will be explored.

## **COUN 608 Issues and Ethics in Counseling**

COURSE DESCRIPTION: (3 credit hours) This course examines the ethical standards of professional counseling organizations and credentialing bodies, as well as the applications of ethical and legal considerations in professional counseling. Students will explore legal and ethical considerations specific to clinical mental health counseling and school counseling.

## **COUN 609 Multicultural Counseling**

COURSE DESCRIPTION: (3 credit hours) This course is an examination of multicultural concepts, cultural identity development, and application of counseling strategies appropriate for culturally diverse clients. It also focuses on social justice and advocacy strategies as they relate to various populations, as well as the need for counselors to examine their own attitudes toward diverse populations and implement strategies to increase multicultural competency.

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**COUN 611 Assessment**

COURSE DESCRIPTION: (3 credit hours) In this course, students will become proficient with basic assessment principles including achievement, aptitude, and intelligence tests, interest and personality inventories, diagnostic measures, client outcome and rating measures, clinical interviews, case conferences, and observations. Students will be able to conduct assessments, interpret assessment results, and write assessment reports to serve client and stakeholder interests.

**COUN 612 Foundations of Clinical Mental Health Counseling**

COURSE DESCRIPTION: (3 credit hours) This course provides a broad overview of the professional roles, functions, and goals of counselors, as well as issues specific to mental health counselors. Concepts to be reviewed include a history and overview of counseling as a profession, philosophical foundations, multicultural factors, services, credentialing, professional standards, and ethical and legal guidelines for practice.

**COUN 613 Diagnostic Systems in Counseling**

COURSE DESCRIPTION: (3 credit hours) This course covers criteria, content, and organizational structure of mental disorders across the lifespan, as described in the current Diagnostic and Statistical Manual of Mental Disorders. Completion of course objectives is intended to increase knowledge and application of biopsychosociocultural conceptualizations of psychiatric disorders, psychopharmacology, assessment tools, diagnostic practices, and evidence-supported treatment strategies for working with clients across settings.

**COUN 614 Family Counseling**

COURSE DESCRIPTION: (3 credit hours) This course provides an overview of the historical roots of family counseling and the major theoretical orientations. This course will also introduce students to (a) therapeutic interventions and special aspects of marriage and family therapy; (b) multicultural implications for marriage and family counseling; (c) current trends in marriage and family counseling; (d) ethical principles; and (e) marriage and family counseling research.

**COUN 615 Addictions Counseling**

COURSE DESCRIPTION: (3 credit hours) This course will introduce students to the field of addictions by defining clinical models of addiction, to include alcohol and other drugs, gambling, food, sex, criminal behavior and other types of addiction. This course will also introduce students to (a) key concepts of pharmacology, assessment, and diagnosis; (b) methods of prevention, intervention, treatment and care; (c) multicultural concepts/racial and gender disparities; (d) the impact of addiction on the family system; (e) ethical principles; and (f) the 12 core functions of practice for rehabilitation and clinical mental health professionals.

**COUN 617 Pre-Practicum and Advanced Skills**

COURSE DESCRIPTION: (3 credit hours) This course focuses on the integration of basic and advanced skills into the counseling process. It is designed to train prospective counselors to apply assessment, goal-setting, and intervention skills over the course of the counseling process and to serve as a final preparation for the practicum experience.

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**COUN 630 Foundations of School Counseling**

COURSE DESCRIPTION: (3 credit hours) This course emphasizes the role of the school counselor in comprehensive developmental guidance and counseling programs. The focus is on the historical evolution of the professional school counselor and the skills and techniques for working effectively with a diverse student population, kindergarten through grade 12. This includes the development of skills for working with teachers, parents, administrators, referral agencies, and other educational teams.

**COUN 640 Career Counseling**

COURSE DESCRIPTION: (3 credit hours) This course examines career development theories and approaches, as well as the impact of career on the lives of individuals with whom they will be working. Students will learn to utilize career assessments and access career information for counseling clients.

**COUN 642 Crisis Intervention**

COURSE DESCRIPTION: (3 credit hours) This course prepares students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events. Students will learn about disaster response and crises prevention and intervention. Completion of course objectives is intended to increase knowledge and application of crisis assessment, prevention, and intervention techniques using contemporary formulations drawn from several theoretical frameworks. The time-limited nature of crisis intervention, related legal and ethical issues, and interfacing appropriately with other service providers will be explored.

**COUN 644 Counseling Children and Adolescents**

COURSE DESCRIPTION: (3 credit hours) This course provides an understanding of counseling theories, models, and therapeutic techniques specific to children and adolescents. Emphasis on the application of models and theories, and the appropriate selection and execution of counseling interventions specific to school-age clients will be examined.

**COUN 652 Individual Study**

COURSE DESCRIPTION: (1-6 credit hours) This course includes the development of special projects under supervision. Prerequisite: consent of instructor.

**COUN 653, 654, & 655 Topics in Counseling**

COURSE DESCRIPTION: (3 credit hours) This course includes a topical format to address areas of interest to professional counselors.

**COUN 661 School-Based Practicum**

COURSE DESCRIPTION: (3 credit hours) Students will apply critical counseling skills learned in previous course work in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the onsite supervisor, students will work to apply the American School Counselor Association's (ASCA) National Model. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.

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**COUN 662 Practicum in Clinical Mental Health Counseling**

COURSE DESCRIPTION: (3 credit hours) Students will engage in a supervised counseling experience in a clinical setting under the supervision of the course instructor and an onsite supervisor. Students will apply principles, techniques, and strategies acquired in previous course work and demonstrate relevant acquired skills and developed competencies. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with an onsite supervisor. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of practicum.

**COUN 663 Internship in School Counseling**

COURSE DESCRIPTION: (3 credit hours) An intensive field-based experience for candidates in the school counseling master's degree program. Students will apply critical counseling skills learned in previous course work in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the site supervisor, students will work to apply the American School Counselor Association's (ASCA) National Model. Students must complete 600 hours of practical experience (minimum of 240 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.

**COUN 664 Internship in Clinical Mental Health Counseling**

COURSE DESCRIPTION: (3 credit hours) Students will complete a supervised counseling internship in roles and settings relevant to their specialty area. Students will apply critical counseling skills learned in previous coursework in a clinical setting. Students must complete 600 total hours of their supervised counseling internship (240 direct contact hours) at an approved site. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of internship.

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# 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 M.Ed. Program in Professional Counseling 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.

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Printed Name

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Signature

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Date

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### 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
  - F. **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

\_\_\_\_\_  
Date

*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.)

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# 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](mailto: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) \_\_\_\_\_

# Request for Travel Funding

School of Education students who have been invited to present/co-present at a conference may be 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](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](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/>).

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