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SECTION 1

Introduction

This 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 Counselor Education Graduate Activities Advisors or 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 department website. Newly admitted students are required to read it in its entirety and to provide written verification that they have done so and understand their student responsibilities (see Appendix A). Current students are welcome to contact their assigned advisor with questions.

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 our program. Advisors are available to schedule appointments with you to assist you in progressing through your program. However, you are responsible for knowing the content contained within this handbook. Advisors and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Therefore, reviewing this handbook periodically is highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or course faculty. Contact information for each faculty member is listed in this handbook in Section 11. Each of us has scheduled weekly office hours, so please feel free to contact us.
SECTION 2

Mission

The 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 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. 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. Upon graduation students are eligible to sit for National Clinical Mental Health Counseling Examination (NCMHCE) and to apply to the State for the LPC credential. Information on licensure as a professional counselor (LPC) can be found later in this handbook.
**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 48 credit hour program that requires experiential components including a 100 clock-hour practicum and 600 clock-hour internship. However, in accordance with newly released CACREP standards, the professional school counseling program at the University of Mississippi will be expanded to a 60 credit hour program by the year 2020.

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 school counselor. Information on licensure as a school counselor can be found later in this handbook.

**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 Dr. Dugger and/or your advisor immediately if you are reconsidering your choice of specialty areas.
Additional Programs

Ed.S. in Counselor Education – Play Therapy Track

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

This one-year program consists of a fall to summer curriculum with a two-semester clinical practicum experience and an intensive supervision residency. Students will complete 18 credit hours, record at least 335 hours of play therapy sessions, and receive 35 hours of supervision from Registered Play Therapist-Supervisors. An onsite residency is required for three days in the summer semester. The residency is held at The University of Mississippi at the Counselor Education Clinic for Outreach and Personal Enrichment.

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, development of program of study as well as a cognate area. Clinical and internship experiences include leadership and advocacy, supervision, teaching, development of a research agenda, satisfactory completion of comprehensive exams, 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).

www.counseling.org/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 2016 CACREP Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   A. History and philosophy of the counseling profession and its specialty areas
   B. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
   C. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   D. The role and process of the professional counselor advocating on behalf of the profession
   E. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   F. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
   G. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   H. Current labor market information relevant to opportunities for practice within the counseling profession
   I. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
   J. Technology’s impact on the counseling profession
   K. Strategies for personal and professional self-evaluation and implications for practice
   L. Self-care strategies appropriate to the counselor role
   M. The role of counseling supervision in the profession
2. **SOCIAL AND CULTURAL DIVERSITY**
   A. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   B. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   C. Multicultural counseling competencies
   D. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   E. The effects of power and privilege for counselors and clients
   F. Help-seeking behaviors of diverse clients
   G. The impact of spiritual beliefs on clients’ and counselors’ worldviews
   H. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. **HUMAN GROWTH AND DEVELOPMENT**
   A. Theories of individual and family development across the lifespan
   B. Theories of learning
   C. Theories of normal and abnormal personality development
   D. Theories and etiology of addictions and addictive behaviors
   E. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
   F. Systemic and environmental factors that affect human development, functioning, and behavior
   G. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
   H. A general framework for understanding differing abilities and strategies for differentiated interventions
   I. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. **CAREER DEVELOPMENT**
   A. Theories and models of career development, counseling, and decision making
   B. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
   C. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
   D. Approaches for assessing the impact of the work environment on clients’ life experiences
   E. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
   F. Strategies for career development program planning, organization, implementation, administration, and evaluation
   G. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
   H. Strategies for facilitating client skill development for career, educational, and life-work planning and management
   I. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
   J. Ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
   A. Theories and models of counseling
   B. A systems approach to conceptualizing clients
   C. Theories, models, and strategies for understanding and practicing consultation
   D. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
   E. The impact of technology on the counseling process
   F. Counselor characteristics and behaviors that influence the counseling process
   G. Essential interviewing, counseling, and case conceptualization skills
   H. Developmentally relevant counseling treatment or intervention plans
   I. Development of measurable outcomes for clients
   J. Evidence-based counseling strategies and techniques for prevention and intervention
   K. Strategies to promote client understanding of and access to a variety of community-based resources
   L. Suicide prevention models and strategies
   M. Crisis intervention, trauma-informed, and community-based strategies, such as psychological first aid
   N. Processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK
   A. Theoretical foundations of group counseling and group work
   B. Dynamics associated with group process and development
   C. Therapeutic factors and how they contribute to group effectiveness
   D. Characteristics and functions of effective group leaders
   E. Approaches to group formation, including recruiting, screening, and selecting members
   F. Types of groups and other considerations that affect conducting groups in varied settings
   G. Ethical and culturally relevant strategies for designing and facilitating groups
   H. Direct experiences in which 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

7. ASSESSMENT AND TESTING
   A. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
   B. Methods of effectively preparing for and conducting initial assessment meetings
   C. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
   D. Procedures for identifying trauma and abuse and for reporting abuse
   E. Use of assessments for diagnostic and intervention planning purposes
   F. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
   G. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
   H. Reliability and validity in the use of assessments
   I. Use of assessments relevant to academic/educational, career, personal, and social development
   J. Use of environmental assessments and systematic behavioral observations
   K. Use of symptom checklists, and personality and psychological testing
   L. Use of assessment results to diagnose developmental, behavioral, and mental disorders
   M. Ethical and culturally relevant strategies
8. RESEARCH AND PROGRAM EVALUATION
   A. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
   B. Identification of evidence-based counseling practices
   C. Needs assessments
   D. Development of outcome measures for counseling programs
   E. Evaluation of counseling interventions and programs
   F. Qualitative, quantitative, and mixed research methods
   G. Designs used in research and program evaluation
   H. Statistical methods used in conducting research and program evaluation
   I. Analysis and use of data in counseling
   J. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CACREP Standards for Clinical Mental Health Counseling Entry-Level Specialty 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 2016 CACREP Standards:

1. FOUNDATIONS
   A. History and development of clinical mental health counseling
   B. Theories and models related to clinical mental health counseling
   C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   E. Psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   A. Roles and settings of clinical mental health counselors
   B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
   D. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the diagnostic and statistical manual of mental disorders (DSM) and the international classification of diseases (ICD)
   E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   F. Impact of crisis and trauma on individuals with mental health diagnoses
   G. Impact of biological and neurological mechanisms on mental health
   H. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   I. Legislation and government policy relevant to clinical mental health counseling
   J. Cultural factors relevant to clinical mental health counseling
   K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   L. Legal and ethical considerations specific to clinical mental health counseling
   M. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. **PRACTICE**

   A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management  
   B. Techniques and interventions for prevention and treatment of a broad range of mental health issues  
   C. Strategies for interfacing with the legal system regarding court-referred clients  
   D. Strategies for interfacing with integrated behavioral health care professionals  
   E. Strategies to advocate for persons with mental health issues

**CACREP Standards for School Counseling Entry-Level Specialty 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 2016 CACREP Standards:

1. **FOUNDATIONS**

   A. History and development of school counseling  
   B. Models of school counseling programs  
   C. Models of p-12 comprehensive career development  
   D. Models of school-based collaboration and consultation  
   E. Assessments specific to P-12 education

2. **CONTEXTUAL DIMENSIONS**

   A. School counselor roles as leaders, advocates, and systems change agents in p-12 schools  
   B. School counselor roles in consultation with families, p-12 and postsecondary school personnel, and community agencies  
   C. School counselor roles in relation to college and career readiness  
   D. School counselor roles in school leadership and multidisciplinary teams  
   E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma  
   F. Competencies to advocate for school counseling roles  
   G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders  
   H. Common medications that affect learning, behavior, and mood in children and adolescents  
   I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs  
   J. Qualities and styles of effective leadership in schools  
   K. Community resources and referral sources  
   L. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling  
   M. Legislation and government policy relevant to school counseling  
   N. Legal and ethical considerations specific to school counseling
3. **PRACTICE**

A. Development of school counseling program mission statements and objectives  
B. Design and evaluation of school counseling programs  
C. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies  
D. Interventions to promote academic development  
E. Use of developmentally appropriate career counseling interventions and assessments  
F. Techniques of personal/social counseling in school settings  
G. Strategies to facilitate school and postsecondary transitions  
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement  
I. Approaches to increase promotion and graduation rates  
J. Interventions to promote college and career readiness  
K. Strategies to promote equity in student achievement and college access  
L. Techniques to foster collaboration and teamwork within schools  
M. Strategies for implementing and coordinating peer intervention programs  
N. Use of accountability data to inform decision making  
O. Use of data to advocate for programs and students

**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.

| The University of Mississippi  
| Clinical Mental Health Counseling  
| M.Ed. Program Objectives |

**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 Diversity  
  3. Human Growth and Development  
  4. Career Development  
  5. Counseling and Helping Relationships  
  6. Group Counseling and Group Work  
  7. 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.

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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).</strong></td>
<td><strong>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:</strong></td>
</tr>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>• Students will demonstrate an understanding of the counselor’s various professional roles and functions in providing ethically sound counseling and advocacy.</td>
</tr>
</tbody>
</table>
| 2. Social and Cultural Diversity | • Students will demonstrate knowledge of theories of multicultural counseling, cultural identity development, and strategies for social advocacy.  
• Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.  
• Students will demonstrate multicultural counseling competencies as counselors-in-training. |
| 3. Human Growth and Development | • Students will demonstrate the knowledge of culturally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan. |
| 4. Career Development | • 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. |
| 5. Counseling and Helping Relationships | • 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.  
• 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. |
| 6. Group Counseling and Group Work | • 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.  
• 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.  
• Students will facilitate or co-facilitate a counseling group during practicum and/or internship. |
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Key Performance Indicator</th>
</tr>
</thead>
</table>
| 7. Assessment and Testing                              | • 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.  
• 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. |
| 8. Research and Program Evaluation                     | • Students will demonstrate a practical understanding of scientific literature, research methods, statistics, and program evaluation, including cultural implications for interpretation and reporting.  
• Students will integrate and apply diagnostic and case conceptualization skills when treatment planning and intervening with diverse clientele in an agency setting.  
• 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. |

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 Diversity
  3. Human Growth and Development
  4. Career Development
  5. Counseling and Helping Relationships
  6. Group Counseling and Group Work
  7. 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.

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Students will demonstrate an understanding of the counselor's various professional roles and functions in providing ethically sound counseling and advocacy.</td>
</tr>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>Students will demonstrate knowledge of theories of multicultural counseling, cultural identity development, and strategies for social advocacy.</td>
</tr>
<tr>
<td>2. Social and Cultural Diversity</td>
<td>Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination.</td>
</tr>
<tr>
<td>3. Human Growth and Development</td>
<td>Students will demonstrate multicultural counseling competencies as counselors-in-training.</td>
</tr>
<tr>
<td>4. Career Development</td>
<td>Students will demonstrate the knowledge of culturally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.</td>
</tr>
<tr>
<td>5. Counseling and Helping Relationships</td>
<td>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.</td>
</tr>
<tr>
<td>6. Group Counseling and Group Work</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Students will facilitate or co-facilitate a counseling group during practicum and/or internship.</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Key Performance Indicator</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 7. Assessment and Testing | • 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.  
• 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. |
| 8. Research and Program Evaluation | • Students will demonstrate a practical understanding of scientific literature, research methods, statistics, and program evaluation, including cultural implications for interpretation and reporting.  
• 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  
• 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  
• 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  
• Students will demonstrate an understanding of the school counselor’s professional role, including advocacy, leadership, collaboration, and systemic change.  
• Students will demonstrate and apply knowledge of ethical standards and culturally relevant counseling in a K-12 setting. |

**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. These include:

- Campus-based didactic classes
- Occasional online didactic 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 major commitment to their graduate training. Students are admitted once each year for entry in the fall.

Application Process

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

At a minimum, applicants to the program must:

- Hold a 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 2.7 undergraduate grade point average, or 3.0 on the last 60 hours, may be admitted on a conditional status.]
- Complete a Graduate School application online which includes official transcripts, and GRE scores (less than five years old with verbal, quantitative, and writing component sub-scores)
- Upload the following supplemental materials to the Graduate School application:
  - Current resume
  - Participate in an interview with faculty (if invited)
  - Personal Statement
- Submit all admissions materials no later than the March 1 deadline

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 and current doctoral students in Counselor Education. Following the interviews, applicants will be notified of the decision for admission by May 15. Potential applicants should read the materials in this handbook to ensure the program meets their career goals.

Diversity Recruitment Statement

The 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**

Professional Clinical Mental Health Counseling M.Ed. Program  
Department of Leadership and Counselor Education

---

**Student Name:** 

**Student ID Number:** 

**Address**

- Street Address: 
- City: 
- State: 
- Zip Code: 
- Phone Number: 
- Email Address:

---

**Basic Counseling Core**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 690 (603) Counseling Skills*</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 605 (604) Research in Counseling</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 683 (606) Counseling Theories*</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 643 (607) Group Procedures*</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 672 (608) Issues and Ethics in Counseling*</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 670 (609) Multicultural Counseling*</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 621 (611) Assessment*</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 680 (640) Career Counseling</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 601 (641) Lifespan Development</td>
<td>3</td>
<td>✓</td>
<td></td>
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<tr>
<td>COUN 660 (642) Crisis Intervention</td>
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**Clinical Mental Health Counseling Specialization**

<table>
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<td>COUN 691 (617) Pre-Practicum and Advanced Skills*</td>
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</tr>
<tr>
<td>COUN 674 (613) Diagnostic Systems in Counseling</td>
<td>3</td>
<td>✓</td>
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<tr>
<td>COUN 686 (644) Counseling Children and Adolescents</td>
<td>3</td>
<td>✓</td>
</tr>
<tr>
<td>COUN 682 (614) Family Counseling</td>
<td>3</td>
<td>✓</td>
</tr>
<tr>
<td>COUN 610 (615) Addictions Counseling</td>
<td>3</td>
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</table>

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**Practicum**  
(Requires grade of a “B” or better for all courses denoted with an asterisk and full faculty approval.)

<table>
<thead>
<tr>
<th>Required Courses</th>
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<th>Required?</th>
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<td>COUN 693 (662) Practicum</td>
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**Internship**  
(Requires prior completion of practicum and full faculty approval.)

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<th>Required?</th>
<th>Comments</th>
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<tr>
<td>COUN 695 (664) Internship in Clinical Mental Health Counseling</td>
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**Electives**

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<tbody>
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**Exit Requirements**

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<th>Required Courses</th>
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<th>Comments</th>
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<tbody>
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<td>Counselor Preparation Comprehensive Examination</td>
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**Advisor’s Name:** 

**Program must be completed by:** 

---

**Student Signature** 

**Advisor’s Signature** 

**Program Coordinator Signature**
Program of Study – 48 credits
Professional School Counseling M.Ed. Program
Department of Leadership and Counselor Education

---

Student Name: ____________________________  Student ID Number: ____________________________

Address

Street Address

City  State  Zip Code

Email Address

---

Basic Counseling Core (30 hours)

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<td>COUN 690 (603) Counseling Skills*</td>
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<tr>
<td>COUN 605 (604) Research in Counseling</td>
<td>3</td>
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<td>COUN 683 (606) Counseling Theories*</td>
<td>3</td>
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<td>COUN 643 (607) Group Procedures</td>
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<td>✔</td>
<td></td>
</tr>
<tr>
<td>COUN 672 (608) Issues and Ethics in Counseling</td>
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<td>COUN 670 (609) Multicultural Counseling</td>
<td>3</td>
<td>✔</td>
<td></td>
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<td>COUN 621 (611) Assessment</td>
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<td>✔</td>
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<td>COUN 680 (640) Career Counseling</td>
<td>3</td>
<td>✔</td>
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</tr>
<tr>
<td>COUN 601 (641) Lifespan Development</td>
<td>3</td>
<td>✔</td>
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<td>COUN 660 (642) Crisis Intervention</td>
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School Counseling Specialization (9 hours)

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<tr>
<td>COUN 630 Foundations of School Counseling</td>
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<td>COUN 686 (644) Counseling Children and Adolescents</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>COUN 682 (614) Family Counseling</td>
<td>✔</td>
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Practicum  (Requires grade of a “B” or better for all courses denoted with an asterisk and full faculty approval.)

<table>
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<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
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<tr>
<td>COUN 693 (661) School-based Practicum</td>
<td>3</td>
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Internship  (Requires prior completion of practicum and full faculty approval.)

<table>
<thead>
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<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
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<td>COUN 695 (663) Internship in School Counseling</td>
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Electives  (Optional)

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<th>Required Courses</th>
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Exit Requirements

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<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Counselor Preparation Comprehensive Examination</td>
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<tr>
<td>Date Passed:</td>
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<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>FALL 17</th>
<th>SPRING 18</th>
<th>SUMMER 18</th>
<th>FALL 18</th>
<th>WINTER 19</th>
<th>SPRING 19</th>
<th>SUMMER 19</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Group</td>
<td>Ethics</td>
<td>Career</td>
<td>Crisis</td>
<td>Children</td>
<td>Addictions</td>
</tr>
<tr>
<td>Research</td>
<td>Foundations of CMHC</td>
<td>Culture</td>
<td>Lifespan</td>
<td>MH Internship (1)</td>
<td>Family</td>
<td>MH Internship (2)</td>
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<tr>
<td>Theory</td>
<td>Pre-practicum</td>
<td>Assessment</td>
<td>Diagnosis</td>
<td>MH Internship (3)</td>
<td>Elective (3)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>MH Practicum (3)</td>
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<tr>
<td></td>
<td>9</td>
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<td>12</td>
<td>4</td>
<td>9</td>
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</table>

School Counseling Course Sequence - Tentative

<table>
<thead>
<tr>
<th>FALL 17</th>
<th>SPRING 18</th>
<th>SUMMER 18</th>
<th>FALL 18</th>
<th>WINTER 19</th>
<th>SPRING 19</th>
<th>SUMMER 19</th>
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</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Group</td>
<td>Ethics</td>
<td>Career</td>
<td>Crisis</td>
<td>Children</td>
<td>School Internship if needed</td>
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<tr>
<td>Research</td>
<td>Foundations of SC</td>
<td>Culture</td>
<td>Lifespan</td>
<td>School Internship (0-1)</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>School Based Practicum (3)</td>
<td>Assessment</td>
<td>School Based Internship (2-3)</td>
<td></td>
<td>School Internship (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8-9</td>
<td>3-4</td>
<td>9</td>
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</table>
SECTION 6

Program Completion Requirements

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

General Requirements for all Graduate Degrees

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

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

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

Required Program Experiences

The 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 690 (603) Counseling Skills
- COUN 605 (604) Research in Counseling
- COUN 683 (606) Counseling Theories
- COUN 643 (607) Group Procedures
- COUN 672 (608) Issues and Ethics in Counseling
- COUN 670 (609) Multicultural Counseling
- COUN 621 (611) Assessment
- COUN 680 (640) Career Counseling
- COUN 601 (641) Lifespan Development
- COUN 660 (642) Crisis Intervention
- COUN 612 Foundations of Clinical Mental Health Counseling
- COUN 691 (617) Pre-Practicum and Advanced Skills
- COUN 674 (613) Diagnostic Systems in Counseling
- COUN 686 (644) Counseling Children and Adolescents
- COUN 682 (614) Family Counseling
- COUN 610 (615) Addictions Counseling
- COUN 693 (662) Practicum
- COUN 695 (662) Internship in Clinical Mental Health Counseling (6 credits)
- Electives (3 credits)

School Counseling (48 Hours*)

- COUN 690 (603) Counseling Skills*
- COUN 605 (604) Research in Counseling
- COUN 683 (606) Counseling Theories*
- COUN 643 (607) Group Procedures
- COUN 672 (608) Issues and Ethics in Counseling
- COUN 670 (609) Multicultural Counseling
- COUN 621 (611) Assessment
- COUN 680 (640) Career Counseling
- COUN 601 (641) Lifespan Development
- COUN 660 (642) Crisis Intervention
- COUN 630 Foundations of School Counseling
- COUN 686 (644) Counseling Children and Adolescents
- COUN 682 (614) Family Counseling
- COUN 661 School-based Practicum
- COUN 695 (662) Internship in School Counseling

* In accordance with newly released CACREP standards, the professional school counseling program at the University of Mississippi will be expanded to a 60 credit hour program by the year 2020.
Required Grades

Students must maintain a cumulative GPA of 3.0 or better. Additionally, students not earning a B- or higher in any letter graded course must enroll in the course again and earn a B- or higher. Students not meeting these requirements two semesters in a row will be remediated using the Student Review, Retention, and Dismissal Policy and Procedures outlined in this handbook. If a student wishes to appeal a grade, the student must follow the University’s policy for appeal, detailed in the M-Book. http://www.chaptertools.net/site_files/file_1231796593.pdf.

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 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.

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.
Required 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/triad 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, provide referrals for counseling services, and consult with students’ counselors as needed. 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.

Required 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 consistently is grounds for dismissal from the program.

The ACA Code of Ethics is included as Appendix D of this handbook and is also available online at www.counseling.org.
Required 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. Students will be required to complete at least part of their practicum in the department’s new Counselor Education Clinic for Outreach and Personal Enrichment (located at Insight Park) and, with faculty approval, may also complete some of the practicum in an approved site.

Practicum Requirements
In accordance with the 2016 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 2016 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.
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.

<table>
<thead>
<tr>
<th>CPCE Area</th>
<th>Related Courses in M.Ed. Program</th>
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<tr>
<td>Appraisal</td>
<td>Assessment in Counseling</td>
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<tr>
<td>Career and Lifestyle Development</td>
<td>Career Counseling</td>
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<tr>
<td>Group Work</td>
<td>Group Procedures</td>
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<td>Helping Relationships</td>
<td>Counseling Skills</td>
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<td>Counseling Theory</td>
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<td>Human Growth and Development</td>
<td>Lifespan Development</td>
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<td>Counseling Theory</td>
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<td>Professional Orientation and Ethics</td>
<td>Foundations of Professional Counseling</td>
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<td>Issues and Ethics in Counseling</td>
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<td>Research and Program Evaluation</td>
<td>Research in Counseling</td>
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<td>Social and Cultural Foundations</td>
<td>Counseling Theory</td>
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<td>Multicultural Counseling</td>
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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 (with a B- or higher) all of the following content knowledge courses before taking the CPCE.

- COUN 601 (641) Lifespan Development
- COUN 605 (604) Research in Counseling
- COUN 621 (611) Assessment in Counseling
- COUN 612 Foundations of CMHC or COUN 630 Foundations of School Counseling
- COUN 643 (607) Group Procedures
- COUN 670 (609) Multicultural Counseling
- COUN 672 (608) Issues and Ethics in Counseling
- COUN 680 (640) Career Counseling
- COUN 683 (606) Counseling Theories
- COUN 690 (603) Counseling Skills
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 scoring for the second attempt will use the highest scores from the two attempts across the eight CACREP common core knowledge content areas. Students will receive a score report showing both exams scores and a total using only the highest scores from the two administrations.

Should a student not earn a total passing score, the faculty will review that student’s score. This review will identify areas of consistent weakness in the specified knowledge content areas. Students who do not pass the examination after the second attempt will be required to audit the course or courses that represent the competency areas identified in the faculty review of the student’s score reports from the two examination attempts. The student will be required to pass these identified course(s) with a grade of at least an A- in order to take the CPCE a third time. Should the student fail the CPCE a third time, the faculty will refer that student to the Student Review, Retention, and Dismissal Policy and Procedures outlined in this manual.
SECTION 7

Disciplinary and Due Process Policies and Procedures

This section of the handbook provides important information about what can happen when the faculty has concerns about a student and when a student believes his or her rights have been violated. Although these situations rarely arise, all students are encouraged to carefully read this section. It includes information about the circumstances which can lead to a student’s suspension, probation or dismissal from the program. It also includes information about students’ due process rights in disciplinary situations as well as situations in which a student wishes to appeal a decision or grieve a grade.

Counselor Education Program Student Review, Retention, and Dismissal Policy and Procedures

The University and the Department’s 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 as Appendix D of this handbook).

Non-Academic Behaviors Resulting in University Disciplinary Action

Any conduct by a student that is a violation of the University’s nonacademic policies, standards and regulations may result in disciplinary action. These policies may be viewed in the M-Book, The University of Mississippi Handbook of Standards, which is published by the Office of the Dean of Students for the benefit of all students at The University of Mississippi. Every student enrolled at the university is expected to become familiar with the contents of this book. It is available online at http://www.chaptertools.net/site_files/file_1231796593.pdf.

Conduct Code may be referred to the Student Judicial Services office for campus disciplinary action, in addition to any actions taken by the Counseling Program. The Conduct Code outlines the kinds of student behaviors (academic and non-academic) that will result in disciplinary action, including possible dismissal from the University. 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.

Academic Behaviors Resulting in Disciplinary Action by the Counselor Education Program

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 of the *Code of Ethics* states that

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

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. 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.

Additionally, Standard F.6.b. of the *Code of Ethics* states that supervisors must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout their training programs (Standard F.2.c). Specifically, Standard F.6.b. states that

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

In this on-going evaluation of students in the program, the faculty will consider performance or behavior of students that provides relevant information as to their likely performance as professional counselors as an academic progress matter. 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 document.
Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the ACA *Code of Ethics* and/or when a student exhibits a documented pattern of recurring academic behavior which may include, but is not limited to the following:

- Negative disposition assessments
- Frequent non-attendance and/or tardiness in classes, at field placement and other required departmental functions
- Failure, after two attempts, to demonstrate competency with a grade of B or better in one or more of the required courses in the master’s program
- Failure to attain a cumulative grade-point average of 3.00 for two consecutive semesters
- Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Deficient written and verbal communication skills
- Violation of the American Counseling Association *Code of Ethics* (2014)
- Violation of the University of Mississippi’s student responsibilities as outlined on the Student Responsibility Form (see Appendix A).
- Unethical, threatening or unprofessional conduct
- Consistent inability or unwillingness to carry out academic or field placement responsibilities
- Frequent excuse-making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling
- Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment
- Repeated failure to respond appropriately constructive feedback or supervision
- Inability to tolerate different points of view
- Violation of the policies and procedures established by the University, the Counselor Education Program, or those established by an assistantship, employment, practicum, or internship site.
- Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty
- Behaviors that place clients at risk during field placement, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients
- Behavioral displays of mental or emotional difficulties judged by the counselor education faculty to have potential to harm clients, supervisees, and students
- An unwillingness or inability to bracket personal attitudes or value systems which is judged by the counselor education faculty to have potential to harm clients, supervisees, and/or students or the potential to impair their work with others in class, practicum, internship, clinical or professional settings
- Failure to maintain regular contact with supervisors, which includes keeping them apprised of clinical and ethical issues pertaining to clients.
- Verbal or physical aggressiveness toward others
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 their academic behavior.

Step 1
Informal Review Meeting between concerned faculty member and student. This meeting will involve the faculty member giving the student feedback and identifying needed changes.

Step 2
Formal Review Meeting with student, concerned faculty member and program coordinator. This meeting will involve both faculty members giving the student feedback and identifying needed changes. Student will be required to complete a remediation plan.

Step 3
Final Review Hearing
Full faculty will review case, the concerns about student performance, and the student’s progress with the remediation plan. The outcome of this hearing may be resolution of the concerns. Conversely, the student may be dismissed or suspended from the program.

Step 1 – Informal Review Meeting

When a faculty member (or a practicum/internship supervisor) has a concern about a student’s academic behavior or performance, he or she will notify the student of the need for a Step 1 Informal Review Meeting. This meeting should be scheduled in advance and should take place in a private setting. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

The concerned faculty member or supervisor should notify the student of his or her concerns. These concerns should be formally documented in writing, and the faculty member should provide the student with a copy of this documentation. A copy of the documentation should also be placed in the student’s permanent academic file. If the concerns are not resolved by the conclusion of the informal review meeting, the faculty member will work with the student to develop an informal, collaborative remediation plan.

If the faculty member or supervisor believes that the student has not made adequate behavioral changes in response to the informal remediation plan, he or she should request a Step 2 meeting.
Step 2 – Formal Review Meeting

If the problem is not satisfactorily resolved in Step 1, the concerned faculty member or supervisor will notify the Graduate Program Coordinator of the need for a Step 2 Formal Review Meeting. Additionally, any student who is denied admission to practicum or internship a second time will be referred directly to the Graduate Program Coordinator for a Formal Review Meeting. This meeting should be scheduled in advance and should take place in a private setting. The purpose of this meeting is disciplinary.

The Graduate Program Coordinator will notify the student in writing of the need for a Step 2 Formal Review Meeting. This letter will be sent to the student via the University of Mississippi email system using the student's assigned university email address.

The Graduate Program Coordinator will facilitate the Step 2 Formal Review Meeting. At this meeting, the faculty member will review his or her initial concerns about the student, summarize the informal remediation plan, present written documentation of ongoing concerns, and clearly articulate his or her ongoing concerns to the student. The student will have the opportunity to respond to concerns and to discuss his or her attempts at progress. A discussion will be held to explore potential ways for the student to address the concern(s).

This meeting will conclude with the development of a formal remediation plan using the collaborative process described above. The remediation plan will include the specific concern or complaint in behavioral terms and the specific goals to address the concern. Additionally, the plan will include a timeline for each specific behavioral concern and goal. Finally, the plan will include the possible outcome of failing to attain the specified goals within the timeframes established by the collaborative process described above. Following this meeting, the Graduate Program Coordinator will prepare a letter summarizing the Formal Review Meeting and the remediation plan. The faculty member's written documentation of ongoing concerns, remediation plan, and letter will be placed in the student's permanent academic file.

A Step 3 Final Review Meeting will then be scheduled to review the student's progress. This meeting should coincide with the timeline established in the formal remediation plan. However, in extraordinary cases, a Step 3 Final Review Meeting may be called earlier to address very serious concerns.

Step 3 – Final Review Meeting

Any student placed on a formal remediation plan at Step 2 will be required to appear before the full faculty for a Step 3 Final Meeting. At this meeting, the faculty member whose concerns prompted the remediation plan will review his or her initial concerns about the student, summarize the formal remediation plan, present written documentation of ongoing concerns, and make recommendations regarding the disposition of the case. The student and/or his/her advisor will have the right, within reason, to question anyone presenting information to the committee during the review. In addition, the student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded.
Rights of Students during a Step 3 Final Review Meeting
In order to protect a student’s legal rights and guarantee adequate due process during a Step 3 Final Review meeting, the student is entitled to the following:

1. The student shall have the right to remain silent during the review.
2. The student shall have the right to a voluntary advisor of his/her choice. This advisor may be an active participant in the review. The advisor must be a member in good standing of the University of Mississippi community (i.e. any person who is student, faculty member, staff member or any other person employed by the University). The student does not have the right to have an attorney present at the Final Review Meeting unless that attorney is also a member in good standing of the University community as defined in this section of the policy.
3. The student undergoing review may challenge any member of the faculty on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. The challenge will be submitted, in writing, to the Graduate Program Coordinator at the beginning of the review. If this occurs, the faculty shall deliberate in private and determine, by majority vote (excluding the member being challenged), whether the faculty member should be excused from that particular case.
4. The student and the advisor will have the right, within reason, to question anyone presenting information to the committee during the review.
5. The student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. All evidence must be presented at the review in order to be considered.

Deliberation and Disposition
After the review meeting, the faculty shall deliberate in private and determine, by majority vote, the disposition of the case. Possible dispositions include:

- Resolution
- Suspension
- Dismissal

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 Graduate Program Coordinator will notify the student, in writing, of the decision within five business days of the review.

**Right to Appeal**

If a recommendation for dismissal, probation, or suspension is made or if a student wishes to appeal a grade, the student must follow the University’s policy for appeal, detailed in the M-Book. http://www.chap tertools.net/site_files/file_1231796593.pdf.

**Graduate School Academic Discipline Policies and Procedures**

The Counselor Education Program’s Student Review, Retention, and Dismissal Policy and Procedures are intended as program-specific supplements to the University of Mississippi’s Graduate School’s Academic Discipline Policies and Procedures. All students in the counselor education program are also subject to the Graduate School’s policies:

The academic codes of discipline of the University extend to all students, including those in graduate programs. The Schools of Law, Engineering, and Pharmacy have separate codes and procedures. A complete statement of the academic codes of discipline can be found in the M-Book. All graduate students, especially those working as Graduate Assistants or Graduate Instructors, have a special responsibility to familiarize themselves with the disciplinary codes of the University. As stated in the M-Book, “every member of the University community is charged

... with upholding high standards of honesty and fairness in all academic matters. Any action which is contrary to these standards is subject to academic discipline as are actions which are harmful to the facilities that support the academic environment. Mutual respect and fairness are the bases of the instructor-student relationship at The University of Mississippi.” For a complete statement of all policies regarding academic discipline, consult the M-Book (available at the Dean of Students, 422 Student Union) or read “Section One: Academic Policies, Standards and Regulations,” available on the web at: http://www.chap tertools.net/site_files/file_1231796593.pdf

**Graduate School Appeals Procedures**

The master’s program in Counselor Education implements The University of Mississippi appeal procedures included The University of Mississippi Graduate Student Handbook. These procedures apply to students wishing to appeal an academic grade or comprehensive examination results.

This procedure provides the graduate or undergraduate student with a means of appealing a course grade that he or she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons unrelated to academic performance. As with the above standards of discipline, all graduate students, especially those serving as Instructors or Assistants, should familiarize themselves with this procedure by reading Part Three (“Academic Grade-Appeal Procedure”) of Section One in the M-Book. This section can be found on the web at: http://www.chap tertools.net/site_files/file_1231796593.pdf
School of Education Grievance Policy and Procedures

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 candidate 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. Candidates should follow the University policy for grievances related to academic issues.

Procedures Used to Initiate SOE Grievance:

Step 1: Informal Processes
The SOE encourages candidates 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 candidate 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 candidate 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 candidate's problem is not resolved, the candidate 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 candidate. The ad hoc panel will be selected from a pool of faculty and candidates in the standing Candidate Grievance Committee appointed by the Associate Dean, which consists of at least eight faculty members and at least four candidates. 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 Candidate Grievance Hearings. After the hearing, the ad hoc panel will meet in closed session to determine its
recommendations. The recommendations of the \textit{ad hoc} panel will be forwarded to the Dean of the School by the Associate Dean. The Dean will inform the candidate of the School's decision.

\textbf{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.

\textbf{SOE Guidelines for Conduct of Formal Candidate Grievance Hearings at The School Level}

- A copy of the \textit{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 \textit{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 faculty 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 department head and are then returned to 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 our programs. We are interested in their perceptions of the graduates' preparedness to work as counselors in school, college, and community settings. The questionnaires focus specifically on the areas outlined in our program goals and objectives.
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 Professional Clinical Mental Health Counseling Program are eligible to be recommended for the Mississippi Licensed Professional Counselor (LPC) license. Upon graduation, 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.

After obtaining 3500 hours of counseling experience under the supervision of a licensed professional counselor (LPC) and passing the National Clinical Mental Health Counselor Examination (NCMHCE), the person is eligible for licensure in the State of Mississippi.

With regard to the 3500 hours of counseling experience, graduates are encouraged to consult the most recent Administrative Rules governing counselor licensure. Currently, these rules indicate that: “A total of three thousand five hundred (3,500) supervised hours of counseling (approximately 2 years) in a clinical setting post bachelor’s degree comprised of the following:
• A maximum of forty (40) supervised hours may be obtained per work week
• Up to one thousand seven hundred fifty (1,750) hours may be obtained while enrolled in a Graduate Degree program, including internship/practicum and, although not required, where possible the Board would prefer LPC Supervision during internship/practicum. A minimum of one thousand one hundred sixty-seven (1,167) supervised hours must be in direct counseling services (CACREP definition of direct services: Interaction with clients that includes the application of counseling, consultation, or human development skills. In general the term is used to refer to time that practicum or internship students or supervisees work directly with clients) and/or psychotherapy service to clients to include counseling related activities (i.e. case notes, staffing, case consultation, or testing/assessment of clients).
• One hundred (100) hours of individual face to face supervision are required. Up to 50 hours may be obtained while enrolled in a Graduate Degree program, including internship/practicum. This is based on at least (a minimum of) 1 hour of supervision for every 25 hours of supervisee’s direct service with clients. (After January 1, 2008 supervision must be by a Board Qualified Supervisor.) No more than 50 hours of individual supervision received during a Graduate Degree Program will be accepted.
• Group supervision will be acceptable for not more than fifty (50) hours of the required one hundred (100) hours of individual supervision. This is based on two (2) hours of group supervision being equivalent to one (1) hour of individual supervision.
• Individual supervision provided by multiple supervisors regarding the same direct client service hours at the same site during the same time frame will not be accepted.

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

Students are encouraged to consult this website very carefully upon graduation. Currently, there are regulations regarding Post-Graduate Supervisory Agreement Forms:

• The Board’s Rules and Regulations require that all supervisors submit a supervisory agreement to the Board office prior to beginning any supervisory relationship.
• Para. 4.4, A, 13: "At the beginning of a supervision relationship, supervisors shall submit to the Board a signed contract or agreement between each active supervisee and supervisor that states requirements of each party. Academic supervisors are exempt from this requirement."
• In compliance with paragraph 4.4, A, 13, and effective July 1, 2014, any hours of experience conducted under the supervision of a Board Qualified Supervisor that is submitted by an applicant for Licensed Professional Counselor must be documented with a completed, notarized, and submitted Supervision Agreement Form prior to the start of the supervised experience.
• Any hours of experience reported to have occurred on dates on or after July 1, 2014, that are not properly documented will not be accepted for application for license for Licensed Professional Counselor.
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 (NCE). Graduates of programs accredited by CACREP do not have to meet the post-master's experience and supervision requirement. Students in these programs are also eligible to take the NCE examination before graduation. For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, and 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
Mississippi Counseling Association (MCA)
P.O Box 353
Long Beach, MS 39560
Phone 228.669.5015
https://mica.memberclicks.net/

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

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

Regions of the Mississippi Counseling Association
MCA regions are grouped by county.

- **Capitol Area** (Hinds, Rankin, Warren, Claiiborne)
- **Delta Area** (Issaquena, Sunflower, Leflore, Coahoma, Washington, Sharkey, Bolivar, Humphries)
- **Mid-Eastern** (Scott, Lauderdale, Leake, Oktibbeha, Neshoba, Clay, Newton, Kemper, Lowndes, Winston, Noxubee)
- **Gulf Coast** (Stone, Hancock, George, Harrison, Jackson, Pearl River)
- **Magnolia** (Copiah, Lincoln, Jefferson, Adams, Wilkinson, Amite, Walthall, Lawrence, Simpson, Pike, Franklin)
- **Mid-Mississippi** (Holmes, Choctaw, Montgomery, Attala, Webster, Grenada, Madison, Yazoo, Carroll)
- **Northeast** (Alcorn, Prentiss, Tishomingo, Union, Tippah)
- **Northwest** (Benton, DeSoto, Tate, Tunicia, Lafayette, Tallahatchie, Panola, Quitman, Marshall, Calhoun, Yalobusha)
- **Pinebelt** (Smith, Jasper, Clark, Jones, Covington, Wayne, Marion, Lamar, Jeff Davis, Forrest, Perry, Greene)
- **Tombigbee** (Lee, Pontotoc, Itawamba, Chickasaw, Monroe)
The counselor education program faculty includes five full-time 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 directly. Their direct office numbers and email addresses are listed below.

**Richard S. Balkin, Ph.D.**  
Professor of Leadership and Counselor Education

**Contact Information:**  
Office Location: 134 Guyton  
Telephone: 662-915-2155  
Email: rsbalkin@olemiss.edu

**Education:**  
B.S.Ed., University of Missouri Columbia  
M.Ed., University of Missouri Columbia  
Ph.D., University of Arkansas

Dr. Balkin has worked for 14 years as a counselor educator, with an emphasis on teaching research methods and statistics across the college of education, preparing doctoral students in counseling for academic careers, and master's level counselors to work in community and school settings. His clinical experiences include 7 years working with adolescents adults, and geriatric clients in an acute care, inpatient, psychiatric hospital; 21 years of community, engagement and private practice; and initial training as a school counselor.

**Suzanne M. Dugger, Ed.D.**  
Professor of Counselor Education and Program Coordinator

**Contact Information:**  
Office Location: 139 Guyton  
Telephone: 662-915-8821  
Email: smdugger@olemiss.edu

**Education:**  
A. B., Harvard University  
M.A., Central Michigan University  
Ed.D., Western Michigan University

Dr. Dugger's experience includes 5 years of experience as a school counselor, 3 years as a college counselor, 7 years in private practice, and 26 years as a counselor educator. Her teaching and research interests include career counseling, counseling children, school counseling, the counseling process, diagnosis and treatment planning, LGBT issues in counseling, and doctoral education.
Alexandria K. Kerwin, Ph.D., LPC, NCC
Assistant Professor of Counselor Education

Contact Information:
Office Location: 142 Guyton
Telephone: 662-915-2342
Email: akkerwin@olemiss.edu

Education:
B.A., The University of Southern Mississippi
M.S., The University of Southern Mississippi
Ph.D., Idaho State University

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

Joshua Magruder
Clinical Assistant Professor of Counselor Education
Interim Clinical Coordinator

Contact Information:
Office: 341 Advanced Education Center at Tupelo
Telephone: 662-690-6212
Email: jamagrud@olemiss.edu

Education:
B.A., The University of Mississippi
M.Ed., The University of Mississippi
Ph.D., The University of Mississippi

Dr. Magruder has worked with college students and the Employee Assistance Program at The University of Mississippi from 2008 - 2015. Prior to that he has experience working with children using Play Therapy. Dr. Magruder is active in the Mississippi Counseling Association and enjoys supervision at any level. His research interest include college counseling and Individual Psychology. He also serves as the Interim Clinical Coordinator at the Counselor Education Clinic for Outreach and Personal Enrichment.

Mandy L. Perryman
Assistant Professor of Counselor Education

Contact Information:
Office Location: 143 Guyton
Telephone: 662-915-7816
Email: perryman@olemiss.edu

Education:
B.A., Louisiana Tech University
M.A., Nicholls State University
Ph.D., University of New Mexico

Dr. Perryman has experience counseling children, adolescents and adults and providing play therapy. Courses you are likely to take from Dr. Perryman include Counseling Skills, Group Counseling, and Multicultural Counseling. Her research interests include eating disorders/disordered eating and compassion fatigue and wellness.
Marc Showalter  
Assistant Clinical Professor of Counselor Education

**Contact Information:**
Office Location: 145 Guyton  
Telephone: 662-915-5376  
Email: mshowalt@olemiss.edu

**Education:**
B.S., Harding University  
M.S., University of Central Arkansas  
Ph.D., The University of Mississippi

Dr. Showalter’s teaching and research interests include counseling relationships, college counseling, and supervision.

Amanda M. Winburn  
Assistant Professor of Counselor Education

**Contact Information:**
Office Location: 109 Guyton  
Telephone: 662-915-8823  
Email: amwinbur@olemiss.edu

**Education:**
B.S., Kentucky Wesleyan College  
M.Ed., Indiana University  
Ed.S., The University of Mississippi  
Ph.D., The University of Mississippi

Dr. Winburn’s teaching and research interests include school counseling, at-risk students, bullying and play therapy.
Department Chair and Support Staff

**S. Ryan Niemeyer**
Interim Department Chair and Associate Professor of Leadership

**Contact Information:**
Office Location: 120 Guyton
Telephone: 662-915-7069
Email: srniemey@olemiss.edu

**Education:**
B.A., The University of Southern Mississippi
M.S., The University of Southern Mississippi
Ph.D., University of Mississippi

**Kim Chrestman**
Senior Administrative Assistant

**Contact Information:**
Office Location: 120 Guyton
Telephone: 662-915-7069
Email: kimchres@olemiss.edu

**Michelle Wallace**
COPE Clinic Operations Supervisor and Graduate Activities Assistant

**Contact Information:**
Office Location: 141 Guyton AND 163 Insight Park
Telephone: 662-915-2424
Email: mwallac@olemiss.edu
APPENDIX A
Student Responsibility Form
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.

Printed Name

Signature

Date
APPENDIX B

Course Descriptions

COUN 503. PSYCHOMETRIC PRINCIPLES
Introduction to the principles and concepts basic to measurement. Test construction, evaluation procedures, interpretation, and ethics related to testing are emphasized. Knowledge of basic statistical principles is required. (3).

COUN 523. GROUP STUDY OF PROBLEMS
Area/problems approved by instructor. (For groups interested in improving areas/problems within an agency/system.) (3 or 6). (Z grade).

COUN 545. LABORATORY: INTERPERSONAL COMMUNICATION SKILLS
Experiential seminar in communication skills and group methods; emphasis on the dynamics of interpersonal relationships with consideration of current theoretical perspectives. (1-6). (Z grade).

COUN 551. INDIVIDUAL STUDY
Development of special projects under supervision. Prerequisite: consent of instructor. (1-6).

COUN 573. LEARNING SEMINAR
Systems and principles of learning. Various contributors and their theories. Knowledge of basic learning principles is required. (May be repeated for credit.) (3).

COUN 593, 594, 595. TOPICS IN COUNSELING
Topical format to address areas of interest to professional counselors. May be repeated for credit.

COUN 601. LIFE SPAN DEVELOPMENT
Physical, emotional, and social growth. Emphasis on development across the life span. (3).

COUN 603. ADVANCED EDUCATIONAL PSYCHOLOGY
Survey of applied psychology in education; integration of learning theory and practice. (3).

COUN 605. RESEARCH IN COUNSELING
An introduction to research methods, statistical analysis, needs assessment, and program evaluation as it relates to the field of counseling. Research activities, computational and computer applications, critical consideration of research, and accountability as scientist-practitioner will be emphasized. (3).

COUN 621. ASSESSMENT IN COUNSELING I
Basic assessment principles including achievement, aptitude, and intelligence tests, interest and personality inventories, clinical interviews, case conferences, and observations. (3).
COUN 622. ASSESSMENT IN COUNSELING II
Continuation of COUN 621 with more detail and emphasis on personality measures and advanced assessment techniques. (3).

COUN 623. INDIVIDUAL ASSESSMENT I
Administration, scoring, and interpretation of individual measures of intelligence (emphasis on Wechsler Scales), achievement, adaptive behavior, and related areas. Prerequisite: COUN 621 or equivalent. Permission of instructor. (3).

COUN 624. INDIVIDUAL ASSESSMENT II
Continuation of COUN 623 with emphasis on Stanford-Binet Intelligence Scale. Prerequisite: COUN 621 or equivalent and consent of the instructor. (3).

COUN 625. PRACTICUM IN SCHOOL PSYCHOMETRY
On site practicum with emphasis on administration, scoring, and interpretation of intellectual assessment instruments. Prerequisite: COUN 623 and consent of instructor; application must be submitted and approved during the preceding semester. (3-6) (Z Grade)

COUN 639. INTRODUCTION TO PROFESSIONAL COUNSELING & ETHICS
History and overview of counseling as a profession. An introduction to philosophical foundations, multicultural factors, services, theories and systems, contributors, and ethics. COUN majors only. (3).

COUN 643. GROUP PROCEDURES
Principles and dynamics of group interaction and process are examined from didactic and experiential perspectives. Application to areas of group counseling in various settings will be considered with reference to research and pertinent issues. (3).

COUN 652. ADVANCED INDIVIDUAL STUDY
Development of special projects under supervision. Prerequisite: consent of instructor. (1-6).

COUN 653. GROUP COUNSELING PRACTICUM
Supervised practicum in leading counseling and psychoeducational groups. Emphasis on leader skill development, conceptualization of group dynamics, theoretical application, and development of leadership style. Prerequisite: 643 and 693. (3).

COUN 670. MULTICULTURAL ISSUES IN COUNSELING
Introduction to cultural diversity issues and exploration of multicultural concepts related to the counseling profession. (3).

COUN 670. PSYCHOLOGICAL CONSULTATION
Principles and systems of consultation for use by the professional counselor. Specific techniques and role issues are presented from theoretical and applied perspectives. (3).
COUN 672. SEMINAR: ISSUES AND ETHICS IN COUNSELING. Current ethical and legal guidelines and professional issues relevant to training, research, and practice in counseling. (3).

COUN 674. DIAGNOSTIC SYSTEMS IN COUNSELING

COUN 680. CAREER COUNSELING
Career development theories and application to counseling. Implementation of educational, occupational, social informational, and placement services within counseling. (3)

COUN 682. FAMILY COUNSELING
This course provides an overview of the historical roots of family counseling and the major theoretical orientations. A brief overview of the role of research, multiculturalism, and ethics in family counseling is explored. (3).

COUN 683. COUNSELING THEORY I
Theories and systems of counseling/therapy. Foundations for an integrative approach to helping relationships based on major theoretical and research perspectives. (3).

COUN 684. COUNSELING THEORY II
This course will deepen students’ understanding of systems of counseling, psychotherapy, and psychological understanding. Students will develop a greater appreciation for the varying perspectives on human behavior proposed by the different theoretical orientations to counseling. Prerequisite: COUN 683. (3).

COUN 685. ORGANIZATION, ADMINISTRATION, AND CONSULTATION IN MENTAL HEALTH COUNSELING
Organization, administration, evaluation, and consultation in Mental Health counseling programs. Presents effective service delivery within current ethical and professional standards. (3). Prerequisites: COUN 639 and consent of instructor.

COUN 686. COUNSELING WITH CHILDREN AND ADOLESCENTS
Counseling interventions specific to school-age clients. Theories, techniques, and considerations specific to the developmental needs of children and adolescents. (3).

COUN 687. SEMINAR IN SPECIAL PROBLEMS
Selected problems. Prerequisite: consent of instructor. May be repeated for credit. (3).

COUN 688. ORGANIZATION, ADMINISTRATION, AND CONSULTATION IN SCHOOL COUNSELING
Organization, administration, consultation, and evaluation of school counseling programs. Presents effective service delivery within current ethical and professional standards. (3). Prerequisites: COUN 639.
COUN 690. COUNSELING SKILLS
Preparation for supervised counseling practicum. Students are taught a conceptual model for counseling process. Exercise in self-awareness and skills for the stages of the helping relationship. Prerequisites: COUN 683, permission of instructor, COUN majors only. (May be repeated for credit). (3).

COUN 693. PRACTICUM IN COUNSELING
Supervised experience in counseling with application of principles, techniques, and strategies acquired in previous course work. Skill acquisition and demonstration on competencies. Prerequisites: core course work, COUN 690, approval of program faculty; application must be completed and accepted during the preceding semester; for COUN majors only. (3-6). (Z grade).

COUN 695. INTERNSHIP
Supervised counseling internship at an approved site. Prerequisite: program faculty approval; application must be completed during the preceding semester; for COUN majors only. (3-12). (Z grade).

COUN 697. THESIS. (1-12).
APPENDIX C

SOE Candidate Grievance Form

<table>
<thead>
<tr>
<th>Today’s Date:</th>
<th>Date Incident Occurred:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Candidate ID #</td>
</tr>
<tr>
<td>Address;</td>
<td>E-mail:</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Phone: (Home) (Cell)</td>
</tr>
<tr>
<td>Department:</td>
<td>Major:</td>
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<td></td>
<td>Graduate ☐ Undergraduate ☐</td>
</tr>
</tbody>
</table>

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.)
APPENDIX D

Ethical Standards

All students in enrolled in a counseling or counselor education program are expected to be familiar with and abide by the ACA Code of Ethics. Reading the following material is therefore essential. This material will provide you with information about the principles and values upon which the counseling profession is based and about the ethics that guide our decision-making. Discussion of ethical issues will be infused throughout the COU N curriculum. It is important that you refer back to these materials frequently over the course of your studies. In addition, there may be other codes of ethics with which you should familiarize yourself. For example, future school counselors should also read the ASCA code of ethics, future mental health counselors should read the AMHCA code of ethics, and future college counselors should read the ACPA code of ethics.