



MISSISSIPPI STATE UNIVERSITY™
DEPARTMENT OF COUNSELING, EDUCATIONAL
PSYCHOLOGY, AND FOUNDATIONS

2021-2022 Graduate Student Handbook

PROGRAMS IN COUNSELOR EDUCATION



Mississippi State University

Department of Counseling, Educational Psychology & Foundations

175 President's Circle

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<http://cep.msstate.edu>

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**Welcome to the
Counseling Programs in the Department of Counseling,
Educational Psychology, and Foundations:**

Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling

Welcome from the Department Head:

The faculty are glad you chose Mississippi State University (MSU) for your graduate studies. This handbook will help you succeed as a graduate student in the Department and will present information that most accurately describes the course offerings, policies, procedures, regulations, and requirements of the department's counseling programs. However, please remember that it is *your* responsibility to obtain the most current information. Use the handbook frequently so you can work closely with your advisor and the faculty as you plan your graduate program and enroll in courses. The handbook may not answer all the questions you have about your graduate program. Other answers may be found in the following publications: *Bulletin of the Graduate School*, *College of Education Graduate Programs Handbook*, and *College of Education Doctoral Student Guide*. You may still have questions that are not answered in these written materials. When this happens, ask for help from your major advisor, the faculty, departmental staff, or the department head.

We are glad you are here! You are about to engage in the exciting process of becoming a professional counselor. We look forward to accompanying you on your journey.

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GUIDELINES FOR USING THIS HANDBOOK

The handbook includes comprehensive information on program policies and procedures, clinical requirements, forms requiring students' signature (e.g., Informed Consent Agreement), and membership in professional organizations. Students who begin the program Spring semester are directed to access the information contained therein at the departmental website. To ensure that students have access to the most recent information, the handbook is revised every Summer or as new program changes are made. This catalogue contains policies specific to the Counseling Programs, but also the Department, the College, and the Graduate School. Where the policies relate to an entity outside of the Counseling Programs, it is important to reference the primary source for those policies to insure the most up to date information.

List of important resources:

- Graduate Catalog: <http://catalog.msstate.edu/graduate/>
- Graduate School Forms: <https://www.grad.msstate.edu/students/forms>
- Academic Calendar: <https://www.registrar.msstate.edu/calendars/academic-calendar/>
- The Student Honor Code Office: <http://www.honorcode.msstate.edu>
- Department of Counseling, Educational Psychology, and Foundations Forms: <http://www.cep.msstate.edu/forms/>

I. GENERAL INFORMATION

A. DEPARTMENTAL MISSION STATEMENT

The mission of the Department of Counseling, Educational Psychology and Foundations is to prepare students to function as professional educational psychologists, counselors, and school psychologists in a variety of settings such as schools, colleges and universities, mental health settings, educational institutions, rehabilitation centers, and clinics. Graduates use their skills to assist individuals to enhance life adjustments, to promote personal growth, and to expand behavioral competencies in coping with life's demands. To achieve this goal, the department offers several advanced degrees. At the undergraduate level, the department offers a Bachelor of Science degree in educational psychology.

B. DEPARTMENTAL FACULTY AND STAFF

Information regarding The Department of Counseling, Educational Psychology and Foundations' faculty and staff can be found using the following link: <https://www.cep.msstate.edu/directory>

C. COUNSELING PROGRAMS MISSION STATEMENT

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, clinical mental health settings, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

D. DEGREES OFFERED

Masters and doctoral degrees in counseling are available in three concentrations: (a) Clinical Mental Health Counseling, (b) Rehabilitation Counseling, and (c) School Counseling. An educational specialist degree is available in school counseling.

E. OBJECTIVES OF THE COUNSELING MASTERS PROGRAMS

The counseling programs mission statement serves as the basis for the development of program objectives and curriculum. Every student in the counseling program is expected to meet the program common core, concentration area knowledge, and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during the practicum and internship experiences.

Program objectives and curricula are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) eight common core areas that include studies in Professional Identity, Social and Cultural Foundations, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. The objectives of the programs are divided into the following areas: (1) counseling core objectives, (2) concentration areas objectives, (3) doctoral programs objectives, and (4) administrative goals.

1. Counseling Master's Program Core Objectives

- a) Students will demonstrate knowledge and understanding of the multiple professional roles and responsibilities of counselors and the ethical standards that apply to those roles and responsibilities.
- b) Students will demonstrate knowledge and understanding of diversity through the application of multicultural, advocacy, and social justice practices and skills across client populations, settings and concerns.
- c) Student will demonstrate knowledge and understanding of factors that affect human development and abilities across the lifespan.
- d) Students will demonstrate knowledge, skills and strategies for assessing abilities, interests, values, personality and other factors that influence career development across the lifespan.

- e) Students will demonstrate knowledge and skills to include application of theoretical frameworks and ethically and culturally relevant strategies for establishing and maintaining in- person and technology assisted relationships.
- f) Students will demonstrate knowledge and understanding of types of groups related to client's goals and other considerations that affect group work across varied counseling settings.
- g) Students will demonstrate knowledge of statistical concepts and psychometric properties necessary to understand and utilize assessment information for diagnosis and treatment planning.
- h) Students will demonstrate knowledge and understanding of evidence -based counseling practices used to inform counseling outcomes.
- i) Students will engage in multicultural, advocacy, and social justice practices in counseling.

2. Concentration Areas Objectives

a) Clinical Mental Health Counseling Objectives

Students will demonstrate skills in the application of theories and models of clinical mental health counseling, the diagnostic process, clinical interviewing, biopsychosocial and mental health history, and psychological assessment for treatment planning and caseload management.

b) Rehabilitation Counseling Objectives

Students will demonstrate skills in the application of theories, models, interventions, and practices in rehabilitation counseling necessary for clients to achieve personal, social, psychological, and vocational goals.

c) School Counseling Objectives

Students will demonstrate skills in developing a comprehensive school counseling program which promotes students' academic, career, and personal/social success.

3. Doctoral Program Objectives

- a) Students will demonstrate knowledge and understanding of counseling theories and utilize ethically and culturally relevant skills for conceptualization of clients from multiple theoretical perspectives.
- b) Students will understand, and apply skills of clinical supervision in individual, triadic or group supervision.
- c) Students will understand their roles and responsibilities in educating counselors and apply culturally relevant pedagogy and curriculum development skills to teaching in counselor education.
- d) Students will utilize research skills to engage in professional writing for journal and newsletter publication, conference proposal preparation, dissertation writing, and related research activities.

- e) Students will develop skills and strategies for engaging in leadership, advocacy, and social justice initiatives aimed at addressing multiple levels of client treatment and counseling practices.
- f) Students will engage in ethically and multicultural competent counseling, clinical supervision, counselor preparation, research, and leadership and advocacy practices necessary for effective counseling outcomes.
- g) Students will analyze and evaluate evidence-based counseling practices that inform counseling effectiveness.
- h) Students will demonstrate skills and strategies for formulating groups and engaging in group work for effective counseling outcomes.
- i) Students will assume leadership positions in counseling and/or related areas.
- j) Students will generate new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

F. COUNSELING ADMINISTRATIVE GOALS

- To maintain accreditation standards for all relevant accreditation bodies (e.g., CACREP, NCATE).
- To encourage collaborative contributions to the counseling profession through activities in professional organizations, grant writing, and research.
- To support a diverse work and academic environment for students, faculty, and staff.
- To support and foster the counseling doctoral program.
- To support teaching, research and scholarly activities of counseling faculty.
- To develop and maintain clinical and field placement sites and experiences.
- To develop a professional network to support employment of program graduates.

G. ACCREDITATIONS

- The College of Education is accredited by the National Council on Accreditation of Teacher Education (NCATE) and is a member of the American Association of Colleges of Teacher Education (AACTE).
- Counselor Education programs' masters and doctoral degrees are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Information concerning the counseling program accreditation can be found using the following link:
http://www.cacrep.org/directory/?state=MS&dl=&pt_id=&keywords=&submitthis=

H. ACADEMIC INTEGRITY & HONOR CODE

Adherence to the highest standards of academic integrity is vital to achieving the goals and objectives of the educational process. The exhibition of honesty in all areas of academic life is basic to maintaining this integrity. Dishonesty compromises and threatens the pursuit and acquisition of knowledge and therefore will not be tolerated. Academic dishonesty is the unauthorized giving, taking or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is to be considered in the determination of the course grade or completion of other academic requirements. Academic dishonesty includes, but is not limited to, deceptive acts such as the following:

- using unauthorized notes or materials (crib notes, books, etc.) as an aid during an examination;
- substituting the examination answers of another for the student's own; that is copying another person's examination paper;
- acquiring, receiving, and/or possessing an examination or assignment or any part thereof, at any time or in any manner not prescribed by the instructor;
- submission by a student of any course materials or activities, not his/her own, to be evaluated by the instructor in determining the student's course grade, allowing such a submission to be made for the student, or making such a submission for another; and
- using the ideas, organization or words of others, whether it be from a book, article, paper or file, in any assignment to be evaluated by the instructor without giving proper credit following accepted rules of citation (plagiarism).

All Mississippi State University students are bound by the following code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Students are referred to the Mississippi State University Honor Code Council Office for additional information about academic integrity, penalties, and procedures.

<http://www.honorcode.msstate.edu>

I. NON-DISCRIMINATION POLICY

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, group affiliation, or veteran status. Mississippi State University conforms to Title IX of the Education Amendments of 1972, Section 503.

The Department of Counseling, Educational Psychology, and Foundations' Counseling Program at Mississippi State University encourages the recruitment, acceptance and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of

underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling Program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

J. RESEARCH ASSIGNMENTS

The Counseling programs adhere to a shared research model, in which masters, specialist, and doctoral students are encouraged to work with their primary advisors as well as other professors across various research strands. These multiple opportunities for research collaboration afford students maximum exposure to different research methods and experiences. Students are encouraged to collaborate with a variety of professors on research experiences including grant writing, professional conference presentations, data collection and analysis, and journal publications. No student may be expected to work solely with their primary advisor.

K. ADDITIONAL POLICIES

Students are strongly encouraged to get more detailed information on university policies at <https://www.policies.msstate.edu/>.

II. Admissions Information

a. Graduate School Admission

Students applying for admission to any of the graduate programs in counseling must first complete the Office of the Graduate School admissions process. A student who desires consideration for admission to graduate study can find information at the following link www.grad.msstate.edu.

b. Counseling Program Admission

Masters: Students applying for admission into the masters programs in counseling must submit completed applications no later than March 1 for consideration for the following Fall semester.

Applicants must have a bachelor's degree from a fully accredited four-year educational institution and earned a minimum GPA of 3.00 based on a 4.00 system cumulative on all baccalaureate and graduate work already completed. Additionally, applicants are required to provide official transcripts, Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores not more than five years old, a personal statement describing the applicant's interest in the program and their career plans, and three letters of recommendation from individuals familiar with the applicant's education, skills, abilities, and character.

Applicants are encouraged to check with the program for additional requirements. Further information may be obtained from the Graduate School

Bulletin, <http://catalog.msstate.edu/graduate/> and the graduate application may be obtained online at <https://apply.grad.msstate.edu/>

Doctoral: Students applying for admission into the doctoral programs in Counseling must submit complete the application no later than February 1 for consideration for the following Fall semester.

Application materials must include the following: GRE verbal reasoning, analytical writing, and quantitative reasoning scores not more than five years old, an overall grade point average of 3.4 (based on a 4.0 system), official transcripts from all universities attended, three letters of recommendation, a resume or curriculum vita, and a personal statement of purpose. As part of the admissions process, prospective doctoral applicants are required to do the following:

- Participate in a group interview conducted by faculty in the applicant's concentration area.
- Participate in a group interview conducted by the Doctoral Admissions Committee, interested faculty, and currently enrolled doctoral students.

A committee of the whole of the faculty in each given area reviews prospective doctoral applicants. Students must hold a master's degree from a CACREP-accredited program in counselor education or meet CACREP curriculum requirements in the doctoral programs of study. The Doctoral Admissions Committee evaluates the prospective doctoral applicant based on the following: (a) academic aptitude for doctoral-level studies, (b) any previous professional or related experiences, (c) verbal and written communication skills, and (d) potential for professional leadership

At the completion of the committee's deliberations, a recommendation is made for acceptance or denial and sent directly to the Graduate School. The Office of Graduate Studies then emails the student informing them of acceptance or denial into the counseling program. All students are given a faculty advisor at the time of acceptance into the program. Further information can be found in the *Graduate Studies Catalog*.

c. Dual Admission Status for M.S. and Doctoral Programs

Exceptionally qualified students with an earned bachelor's degree may apply for dual enrollment status and complete the master's program requirements while they pursue doctoral coursework. Preferred bachelor's degree majors include psychology, sociology, social work, education, and other human services. More information is listed under section X, Doctoral Degree Programs.

d. Provisional Admission

Applicants for graduate study who do not meet the admission requirements may be admitted (if recommended by the department) to a degree program as a PROVISIONAL student. Information regarding provisional admission can be found using the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements//#provisionaladmissiontext>

e. Orientation to the Department and Counseling Programs

- i. Orientation session for all incoming students is conducted prior to the Fall semester; all new students are required to attend the orientation. Students are informed about the date, time, and place of the meeting before the start of the semester.
- ii. The sessions include information presented by the department head and each concentration area's faculty.

f. Advisor Assignment

Student advisee assignment is based on equity, student interest, and input from all program faculty. Each new student who enrolls in the department will be assigned a faculty advisor. For doctoral students, all program faculty members will evenly rotate turns advising each incoming student, keeping in mind best fit between student and faculty. Doctoral students may switch advisors by communicating with the intended new advisor and getting their agreement to be their major professor. In most circumstances, the advisor would be the student's dissertation director. When doctoral students reach the point of applying for comprehensive exams, they may no longer switch advisors unless there are special circumstances.

III. Counseling Program Standards

The counseling program faculty members believe an essential component of their responsibility to their students, their profession, and the eventual consumers of services provided by graduates, is the necessity to monitor not only students' academic progress but also the personal and professional characteristics (dispositions) of students that will influence their performance in therapy. Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association, National Board for Certified Counselors, Commission on Rehabilitation Counselor Certification) and the relevant regulatory boards of the state of Mississippi. Following is a description of the counseling program standards:

a. Academic Performance:

Continuous enrollment in the University or in the MSU counseling program is dependent on satisfactory academic performance and progress toward the

completion of the student's degree program. Information explaining conditions under which students' academic performance is considered satisfactory can be found using the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#academicperformance> .

b. Unsatisfactory Academic Performance

Unsatisfactory academic performance is defined as the failure to maintain a B average in graduate courses attempted after admission to the program; a grade of U, D, or F in any course; more than 6 credit hours of C grades; failure of the preliminary or comprehensive examination; unsatisfactory evaluation of a thesis or dissertation; failure of the research defense; or any other failure of a required component of one's graduate program. Students who fail the preliminary or comprehensive examination, receive unsatisfactory evaluation of a thesis or dissertation; or fail the research defense must be re-examined at the next subsequent date/time and pass. Any one of these or any combination of these may result in the termination of a student from the counseling degree program.

c. Academic Probation

Information concerning Academic Probation can be found using the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#probationtext>

d. Academic Dismissal and Appeal

A student who is forced to withdraw may appeal the decision of dismissal. The student must begin the process within 15 business days after receiving a letter of dismissal from the Graduate School. For more information concerning Academic Dismissal and Academic Dismissal Appeal Procedure students should use the following links <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#dismissaltext> and <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#dismissalappealtext>

e. Grade Appeal

Appeals associated with the fairness of grades must be filed with the instructor's department head within 30 calendar days of the beginning of the next regular semester (Fall, Spring) following the term in which the grade is assigned. For more information regarding grade appeals, students need to use the following link: <http://www.policies.msstate.edu/policypdfs/1314.pdf>

f. Incomplete Grades (Grades of I)

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar

circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations.

All grades of “I” (Incomplete) must be completed no later than the last day of class of the next semester (excluding Summer) whether the student is enrolled or not. But only that part of his or her work may be made up which was missed during the emergency for which the incomplete was granted. If a grade of “I” is not resolved into a passing grade within the allotted time, the grade becomes an “F”. “I” grades are not permitted for thesis and dissertation credits.

g. Grade Point Average (GPA)

Graduate students must have a graduate grade point average (GPA) of 3.00 or higher to be eligible to take the comprehensive examination and to be awarded any graduate degree. No exceptions to this policy are granted by the Office of Graduate Studies.

h. “Gatekeeper” Courses in the Counseling Master’s Program

“Gatekeeper” courses are those foundational courses that are considered integral to success in the Counseling Program. Unless otherwise approved by the program graduate coordinator, students are required to earn a grade of “B” or better in each counseling “gatekeeping” course before they are permitted to progress to the next course in the sequence. These specific courses and their required sequence include:

- COE 8023: Counseling Theory
- COE 8013: Counseling Skills
- COE 8043: Group Techniques and Procedures
- COE 8633 Psychosocial Rehabilitation (ONLY for Clinical Mental Health)
- COE 8053/8153: Practicum
- COE 8730/8740: Internship

A standard rubric, the Comprehensive Disposition Review Form, is designed to assess students’ performance in these courses. It can be found in section X.

i. Course Retake Policy

A student may retake a course if his/her request is approved. Only one course can be repeated per degree, and this policy applies to any graduate course taken since the beginning of enrollment. For more information concerning course retake policy students should refer to the following

link: <http://catalog.msstate.edu/graduate/academic-policies/program-of-study/#courseretake> .

j. Academic Progress

Continuous enrollment in the University or in a specific graduate program is dependent upon a satisfactory evaluation of academic performance and progress toward the completion of a specified degree. A student's progress is considered satisfactory unless judged to be unsatisfactory by the department and/or the dean of the college offering the program.

Additionally, in the Department of Counseling, Educational Psychology, and Foundations unsatisfactory performance is defined as the failure to maintain a "B" average in graduate courses attempted, a grade of "U", "D", or "F" in any course, more than two grades below a "B", failure of the comprehensive/preliminary examination, an unsatisfactory evaluation of a thesis or dissertation, failure of the research defense, or any other failure of a required component of one's program of study. Any one of these, or any combination of these, will constitute the basis for the termination of a student's graduate study in a degree program. Individual programs have the right to establish their own criteria.

k. Non-academic Program Standards

- i. *Expectations*: In addition to maintaining high scholastic standards, students enrolled in the MSU counseling program must conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. The faculty expects prospective counselors:
 1. to be committed to personal growth and professional development
 2. to be concerned about other people,
 3. to demonstrate emotional and mental fitness in their interactions with others,
 4. to be able to receive and give constructive feedback, and
 5. to use the skills and techniques that are generally accepted by others in the professional fields.
- ii. *Dispositions*: Dispositions have been defined as the “values, commitments, and professional ethics that influence behavior toward students, families, colleagues and communities and affect student learning, motivation and development as well the educator’s own professional growth” (NCATE, 2000). Dispositions can also be described as attitudes and beliefs about counseling, as well as professional conduct and behavior. Not all

dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in counseling settings. Professional behaviors and characteristics are described below. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not. The dispositional guidelines used in student evaluations are as follows:

1. **Responsibilities:** Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and department handbooks; exhibits dress and grooming appropriate for the setting; self-directed; engages in self-care behaviors; accepts responsibility.
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write with clarity; uses Standard English in writing and speaking; practices active listening.
3. **Interpersonal Skills:** Shows courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to others; committed to diversity, and is non-judgmental, open-minded, supportive, and encouraging.
4. **Professional Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; committed to holistic development of students/clients; dedicated to mental health, including, prevention, guidance, and wellness; demonstrates persistence in helping all clients/students achieve success; exhibits personal and professional awareness and caring attitude toward all clients/students; and is multiculturally competent.
5. **Self-Management:** Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; able to accept and express different points of view in a professional manner; maintains healthy emotional self-regulation; uses good judgment; accepts responsibility for own actions.
6. **Ethics and Law:** Demonstrates truthfulness and honesty; maintains ethical and legal behaviors; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies/laws pertaining to the university, department, fieldwork site, state, Federal government, and profession.
7. **Self-Reflection:** Engages in problem solving and self-evaluation; continually seeks to improve self-awareness; reflects on decisions

made concerning clients/students; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

IV. Program Retention, Remediation & Dismissal Policies

As a matter of policy, during the new student orientation session held at the beginning of the academic year, each student is reminded to go online and review both the departmental Student Retention Policy (within *Counseling Programs Graduate Student Handbook*), and the *ACA Code of Ethics* (at counseling.org). As of Fall 2020, Starkville campus students are added to a Canvas course called “CEPF Student Center” where forms are located. Students are instructed to complete these tasks in the Canvas course including: signing the Counselor Professional Dispositions Statement, signing the Informed Consent Agreement Form, and completing the Student Information Form. Students’ signatures on these forms serve as official documentation that they have read and understand the departmental retention and dismissal policies and procedures, appropriate codes of ethics, relevant material in the *Counseling Programs Graduate Student Handbook*, the Counselor Professional Dispositions Statement, and the description of required curricular experiences, and that they will abide by all policies set forth in the *Counseling Programs Graduate Student Handbook*.

A. STUDENT FITNESS AND PERFORMANCE EVALUATION

Dispositions and academic program standards are assessed during classes and field experiences and throughout the counselor training experience. The faculty make judgments as to students’ fitness and performance based on:

- observations of academic course performance
- evaluations of students’ performances in simulated practice situations
- supervisors’ evaluations of students’ performances in clinical situations, and
- students’ adherence to their disciplines’ codes of ethics.

Faculty evaluates student fitness and performance on an ongoing-basis and conduct systematic evaluative reviews of students’ fitness and performance. At key stages of the students’ education, specific safeguards are employed to assess students’ academic and personal appropriateness to continue toward completion of the degree program. Faculty members evaluate student fitness and performance using a variety of procedures including but not limited to the following:

a. Graduate Student Systematic Review and Evaluation

Program faculty review all students’ academic performance, skills, and professional dispositions at the end of each semester. Faculty members use the Graduate Student Review and Evaluation Form for the purpose of this review. The form can

be found in Section X of this handbook. Following the formal review, students who receive unsatisfactory evaluations are required to meet with their faculty advisor. During the meeting, students will receive feedback from their faculty advisor and will be required to sign their evaluation review form. This usually occurs during the first week of the semester preceding the review.

During the evaluation review, students are evaluated based on numerous criteria including but not limited to the following:

- Departmental Student Retention Committee (program area core faculty) report of unsatisfactory grades in “gatekeeping” courses,
- Department Head reports from the Office of Graduate Studies of unsatisfactory grades (C and below) in any class,
- MSU Counseling Program Counselor Professional Dispositions statement and rubric for each student under review
- MSU Counseling Program Professional Development Plans on file for any student under review (See Professional Impairment section).

Following the review faculty may:

- Recommend continuation in the counseling program with no stipulations.
- Recommend continuation with stipulations of remedial areas to be addressed by the student with the faculty advisor (see the “Evidence of Professional Impairment section below); or
- Recommend dismissal from the Counseling Program.

b. Review of Gatekeeping Classes

All students enrolled in any of the “gatekeeping” courses listed in section II-H. of this handbook are evaluated using the Comprehensive Disposition Review Form. This form can be found in Section X of this handbook. Additionally, faculty members who teach the “gatekeeping” classes will submit any grades below “B” in these classes to the program coordinators.

B. EVIDENCE OF PROFESSIONAL IMPAIRMENT

On occasion, departmental faculty members raise significant questions as to a student’s ability to perform his/her role as a professional, or suitability for entry into the professions represented within the counseling program, even though the student may be evidencing satisfactory performance in academic course work. For example, a student’s professional integrity and behavior, skills level, or professional development may be called into question by counseling program faculty. In such instances, the counseling program has adopted specific student retention/dismissal policies and procedures in order to fulfill the counseling program’s professional responsibility to protect the profession, and also to protect the rights of the graduate student.

Examples of behaviors that evidence professional impairment may include, but are not limited to, the following:

- Violation of law or ethical codes;
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- Unprofessional behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- Poor interpersonal skills and pervasive interpersonal problems, interpersonal behaviors, and interpersonal functioning that impair one's professional functioning;
- Inability to exercise sound clinical judgment; and
- Incongruence with professional dispositions, as evidenced in the Counseling Program Professional Dispositions statement.

If a student manifests impairment or if evaluations indicate that a student is not appropriate for the counseling program, one or more of the following actions may occur:

- Formal reprimand placed in the student file;
- Placement on academic probation (see below);
- Removal from fieldwork experience;
- Development of a professional development plan for the student which may include:
 - Requirement that a course be repeated
 - Recommended completion of personal therapy
 - Complete related education and/or training
 - Requirement of additional practicum or coursework
 - Increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audio recordings)
- Placement on leave of absence;
- Encouragement to voluntarily withdraw from the program;
- Assistance in transitioning out of the program and into a more appropriate area of study; or

- Formal dismissal from the program.

(NOTE: This list contains possible examples and is not intended to be exhaustive).

As educators, the faculty recognize: (1) their obligation to assist students in engaging in developmentally appropriate learning experiences and obtaining remedial assistance as needed; (2) the value of consulting with colleagues prior to remediation or dismissal; (3) importance of documenting their decision to refer students for assistance/remediation, or to request that students be dismissed from the program; and (4) to assure that students have adequate recourse and are aware of options available to them when addressing retention/dismissal decisions.

C. PROFESSIONAL DEVELOPMENT PLAN (PDP)

If a student's grades are unsatisfactory, the student is not in compliance with the Counseling Program Dispositions statement, the student fails two comprehensive exams, or the student receives unsatisfactory evaluations by the department faculty, the faculty advisor will meet with the student to discuss the evaluation and to draft a Professional Development Plan for the student.

Procedures for drafting a PDP

1. When, in the professional judgment of a program faculty member/instructor, the student continues to make unsatisfactory progress or to fail to meet the program or university standards, the student's faculty advisor will complete Part A of the Professional Development Plan (PDP) form indicating the area(s) of concern.
2. The faculty advisor will meet with the student to discuss Part A of the Professional Development Plan (PDP) (located in Section X) and to complete Part B of the PDP. Part B typically includes behaviors that need to be changed, suggestions/requirements for remediation, time limits for expected changes, and consequences if remediation is not successful. Part B of the PDP may also include specific recommendations for assistance or improvement. The PDP will also indicate any other individuals who may be involved in the process. The faculty advisor may also involve faculty/instructors who teach the students' classes, the program coordinator, the department head, fieldwork supervisors, program clinical faculty/supervisors, or others in the remediation process as deemed necessary.
3. The faculty advisor will review a written copy of the completed PDP with the student. A signed copy will then be sent to the program coordinator, the student's advisor, and the department head.
4. At this stage the faculty advisor will monitor the progress of the student and provide an update of the student's progress at the next faculty review.

D. STUDENT RETENTION COMMITTEE CASE REVIEW

The Counseling faculty endorses the American Counseling Association *Code of Ethics* Standard (F.5.b. **Limitations**) that states that if through ongoing evaluation and appraisal, faculty members become aware of the limitations of student that might impede performance they then have a responsibility to dismiss that student who is unable to render competent service due to academic or personal limitations.

If an instructor or faculty member has significant concerns about a student's academics or dispositions and when a student is:

- Not making satisfactory academic progress or meeting the program or university standards
 - Noncompliant with Counseling Program Dispositions (of a serious, repetitive, or pervasive nature)
 - Fails to meet the terms of the PDP
1. The faculty member/instructor will notify the Program Coordinator and the student's faculty advisor of her/his concerns in writing for the purpose of scheduling a review of the student's case by the Student Retention Committee.
 2. Notice of the case review outlining specific concerns and reasons for the review will be written and sent to the student at least ten days prior to the review. The student will be given an opportunity to meet with the committee to present his/her case. The meeting is open only to the members of the Student Retention Committee, the student, and those individuals considered to have relevant information and who are approved by the committee chair.
 3. The MSU Counseling Departmental Student Retention Committee case review may include, but is not limited to, a review of the Counselor Professional Disposition form, faculty review, student transcripts, fieldwork evaluations, and/or supervisor statements.
 4. The Student Retention Committee will recommend a course of action which could range from requiring an additional Professional Development Plan (PDP), deferring admission to the program, denying admission to the program, dismissal from the program, or in some cases, no action may be taken.
 5. After considering the matter, voting on an outcome, and within 10 working days of the case review, the Student Retention Committee will notify the student of the decision and a written report will be placed in the student's file.
 6. If the student is allowed to remain in the Counseling Program, the Student Retention Committee will subsequently monitor the student's progress in carrying out the committee's decision(s)/recommendations. If the student is no longer allowed to

continue in the program, the student's faculty advisor will submit a Recommendation of Dismissal form to the Office of the Graduate School.

7. The student may petition the decision if they wish by following the MSU and Office of the Graduate School's appeal procedure.

E. DISMISSAL FROM THE COUNSELING PROGRAM

Students can find information concerning academic dismissal using the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#dismissaltext>. Any student who is unsatisfied with the department's decision can follow Mississippi State University's appeal procedure which can be found at the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#dismissalappealtext>

V. Financial Aid Information

1. GRADUATE ASSISTANTSHIPS

Graduate assistantships may be available to graduate students at the program, departmental, or university level. Information related to the different types of graduate assistantships can be found using the following link: <http://catalog.msstate.edu/graduate/graduate-assistantships/>. Students should discuss possible opportunities with their Academic Advisor and/or Program Coordinator.

2. LOANS AND SCHOLARSHIPS

Many financial aid opportunities are available for graduate students in the counseling programs at Mississippi State University. More than one award often is possible. Although most awards are made in the Spring for the Fall semester, vacancies occur throughout the year. Visit the Student Financial Aid Office's website at <http://www.sfa.msstate.edu> for more information.

VI. Scheduling and Course Information

1. TRANSFER INFORMATION

Masters students can transfer up to twelve (12) hours of relevant counseling coursework into the Master of Science degree program from an accredited institution. Field based courses (i.e., COE 8753: Practicum and COE 8730: Internship) must be completed at Mississippi State University and cannot be transferred from another program in counseling from another university.

At the doctoral level, transfer credit cannot exceed 50% of the coursework requirement. Thesis/Dissertation research credit hours cannot be transferred unless there is an MOU in place that governs a student's situation.

Students who wish to take courses at other universities should consult with their faculty advisor. For doctoral students whose master's degree program included an internship at another university, that internship may be used to satisfy departmental standards at the M.S. level, but, under no circumstances, will the department permit a doctoral level internship to be transferred from another university.

Contact the department academic advisor to process the paperwork for transfer credits. Please note that transfer credits must be from CACREP-accredited programs in order to be used as substitutes for core classes. Transfer credit cannot be used for practicums or internships. For information about transferring courses, visit the Graduate School's website: <http://catalog.msstate.edu/graduate/academic-policies/program-of-study/#transferstext> .

2. PREREQUISITES

The faculty advisor will determine when course prerequisites are satisfied.

3. TYPICAL COURSE LOAD

A full-time course load is enrollment in 9-13 credit hours of graduate study per regular semester (Fall and Spring). For Summer enrollment, a full-time course load is 6 credit hours. Graduate students may register for up to 16 hours per regular semester by submitting a Scheduling Overload Form to the registrar's office. Prior to submission, the Scheduling Overload Form must be approved by the students' college dean and can be accessed by contacting the department's Academic Advisor. Other information related to the maximum load that students may schedule during terms can be found using the following link: <http://catalog.msstate.edu/graduate/academic-policies/enrollment-requirements/#fulltimetext> .

The Graduate School policy states that students must be enrolled for the entire semester in at least one semester hour of credit during the semester/term in which they schedule the comprehensive examination (Master's and Educational Specialist degree programs), the Supporting Area/Minor/Focus Area Examination, the Written Preliminary Examination, the Oral Preliminary Examination, or the Final Oral Examination (doctoral program dissertation defense).

4. TYPICAL COURSE LOAD WITH ASSISTANTSHIP

Graduate assistants must be full-time students (registered in at least nine graduate credit hours) during the Fall and Spring semesters. The required full-time status must be maintained throughout the entire semester. Therefore, no course may be dropped if the resulting course load is less than the required nine graduate credit hours, nor may any courses constituting the nine-hour load consist of or be converted to an audit status. Further, the nine-hour course

load may not be composed of undergraduate courses, unless the course is a program prerequisite. In such case, only one undergraduate course will be permitted as part of the nine-hour load.

Graduate assistants wishing to register for more than 13 graduate credit hours are required to obtain approval from their major professor, department head, graduate coordinator, and dean using the Request for Scheduling Overload form. The form can be found by contacting the department's Academic Advisor.

Students holding graduate assistantships during the Summer months must be registered for a minimum of six graduate credit hours. However, a total of thirteen credit hours may be taken in any combination during the Summer school sessions (Maymester, 1st 5-week, 2nd 5-week, or 10-week terms). During the three-week term (Maymester), no more than three hours may be taken. During any of the five-week terms, graduate assistants must enroll in a minimum of 3 to a maximum of 7 credit hours. For more information concerning the required course load for maintaining a graduate assistantship please use the following link:
<http://catalog.msstate.edu/graduate/graduate-assistantships/>

5. LEVEL OF HOURS ON THE GRADUATE PROGRAM OF STUDY

For the master's programs, a minimum of 60 semester hours of graduate study is required. At least 15 credit hours of 8000 level coursework is required for a non-thesis master's program.

For the Ph.D. program, two-thirds or more of the hours on the graduate program, exclusive of dissertation credit, must be 8000 level, or their equivalent for the Ph.D. Approved 7000 Special Problems may count toward the 8000-9000 level requirements.

6. DIRECTED INDIVIDUAL STUDY (DIS)

For masters and Ed.S. students, not more than six graduate credit hours of Directed Individual Study (DIS) may be included on a program of study.

7. SPECIAL TOPICS COURSES

There is no limit to how many elective credits a graduate student can earn through special topics courses.

8. REPEAT POLICY

With the approval of the program graduate coordinator and the Office of Graduate Studies, a student may repeat one course per degree. This policy applies to all courses (even those not on the program of study) taken as a graduate student related to a specific program, and only to those courses taken at Mississippi State University. Students can find the Request to Retake a Course Form and other information using the following link: <http://catalog.msstate.edu/graduate/academic-policies/program-of-study/#courseretakestext> .

9. AUDITING A COURSE

Students are not permitted to enter classes as auditors unless authorized by the Dean of the student's college and by the Registrar, upon recommendation of the instructor concerned. The approval to audit must occur before the tenth class day for the Fall and Spring semesters (third class day for Summer sessions). For more information, students can use the following link: <http://catalog.msstate.edu/graduate/academic-policies/enrollment-requirements/#audittext>

10. ADD/DROP POLICY

Information concerning adding/dropping an individual course can be found using the following link: <http://catalog.msstate.edu/graduate/academic-policies/enrollment-requirements/#adddroptext>

11. TIME LIMIT

For Master's and Educational Specialist students, the time limit on credits earned that can be accepted toward fulfilling the requirements for a degree is eight years. However, full-time students usually complete the Master's program in two years.

For doctoral students, the time limit is five years to complete the dissertation after successfully passing the Preliminary Examination. The time limit begins the semester immediately following that which the student successfully passed the preliminary/comprehensive exam. However, most doctoral students who hold CACREP-approved Master's degrees may complete their Ph.D. program in 3 years.

12. ACADEMIC RESIDENCY

To ensure compliance with academic residency requirements, refer to the Graduate Catalog: <http://catalog.msstate.edu/graduate/admissions-information/legal-resident-status/>

13. WITHDRAWING FROM THE UNIVERSITY

Please refer to the Graduate School's policy here: <http://catalog.msstate.edu/graduate/academic-policies/enrollment-requirements/#withdrawalfromtheuniversitytext>

14. READMISSION

Once enrolled in graduate studies, students who subsequently fail to enroll for at least one semester during the academic year must complete an Application for Readmission before they may be permitted to continue their enrollment. This form may be obtained and completed in the Office of Graduate Studies. There is no guarantee that the student will be automatically readmitted to the counseling program and permitted to continue their enrollment. *Some students may qualify for the Lapsed Student Program and should contact the Graduate School before reapplying to the program.*

15. GRADUATION

Students must file an application for the degree online via MyState and pay a graduation fee in accordance with the date determined each semester by university officials. For more information, students need to use the following link:

<http://catalog.msstate.edu/graduate/academic-policies/academic-requirements/#graduationtext> .

16. ENDORSEMENT OF GRADUATES

Graduates of the Department of Counseling and Educational Psychology are endorsed in only those program areas for which they have been prepared through course work and clinical field-based experience. Advisors monitor the content of the student's program during the progress of graduate studies and prior to graduation. Faculty are usually happy to write a recommendation or reference letter for qualified students or alumni but reserve the right to base this decision on the following considerations: GPA, Supervisor's evaluations, Annual Student Review, Performance on Exit Evaluation, and the students' interpersonal skills, self-awareness, and emotional stability. Students should contact the faculty member prior to giving the faculty member's contact information to an agency.

VII. Professional Information

1. ASSOCIATIONS

Professional associations are vital to the productive professional life of counselors. Each graduate student is expected to join appropriate professional associations. Membership dues are usually less for students, and members receive professional newsletters, journals, and announcements of professional activities. The number of associations is vast and provides counselors with specialty groups that focus on their interest areas. Membership in a professional association often offers students professional liability insurance. Students may obtain more information on specific professional associations by accessing the following websites. This list is not exhaustive.

- American Counseling Association www.counseling.org
- American Mental Health Counseling Association www.amhca.org
- American School Counseling Association www.schoolcounselor.org
- American College Counseling Association www.collegecounseling.org
- Mississippi Counseling Association www.mca.web.com/
- National Rehabilitation Counseling Association www.nrca-net.org
- National Rehabilitation Association (NRA) - <https://www.nationalrehab.org/>
- National Council on Rehabilitation Education (NCRE) - <https://ncre.org/>
- American Congress on Rehabilitation Medicine (ACRM)- <https://acrm.org/>

2. LICENSURE

a. Provisional-Licensed Professional Counselor (P-LPC)

Completion of the CACREP accredited 60-hour Master of Science degree in counseling from the Department of Counseling, Educational Psychology, and Foundations makes a graduate eligible to apply for the Provisional Licensed Professional Counselor (P-LPC) credential. The P-LPC is for individuals who have completed a qualified master's degree and completed and obtained a passing score on the National Counselor Examination (NCE). This license allows individuals to practice counseling in the state of Mississippi under the supervision of a Mississippi Licensed Professional Counselor-Supervisor (LPC-S). A P-LPC may provide services to individuals, groups, organizations, corporations, institutions, government agencies or the general public for a fee, monetary or otherwise, implying that he or she is licensed. After completion of 3,000 hours of supervised counseling experience the P-LPC is eligible to apply to the Board to take the National Clinical Mental Health Counselor Exam (NCMHCE). Applicants who pass the NCMHCE are qualified to apply to be a fully Licensed Professional Counselor in Mississippi. For more complete information follow this

link: <https://www.lpc.ms.gov/wplpc/index.php/license/p-lpc/>

b. Class AA Guidance Counselor

Master's degree consisting of a minimum of 60 semester hours to include the following or equivalent:

- o COE 8013: Counseling Skills Development
- o COE 8023: Counseling Theory
- o COE 8043: Group Techniques and Procedures
- o COE 8073: Cultural Foundations in Counseling
- o COE 8203: Placement & Career Development
- o COE 8903: School Counseling Services
- o COE 8923: Seminar in School Counseling
- o COE 8083 Assessment Techniques in Counseling
- o COE 8063: Research Techniques for Counselors
- o COE 8303: Family Counseling Theory
- o COE 8633: Psychosocial Rehabilitation
- o COE 6903: Developmental Counseling
- o COE 8703: Principles of Clinical Mental Health
- o COE 8913 Counseling Children OR
- o EPY 6214 Behavioral and Cognitive Behavioral Interventions
OR
- o EPY 8253 Child & Adolescent Development & Psychopathology
- o Approved Electives

o Supervised Field Experience in School Counseling under the supervision of an experienced school counselor who holds a standard educator license as a Guidance/Vocational Counselor.

- Persons who hold a Standard Educator's License:
 - o COE 8053 Practicum (100 contact hours).
 - o COE 8736 Internship (600 contact hours).

o Obtain scores at or above the proficiency level on the Praxis II Specialty Area test for Guidance Counselor (Professional School Counselor).

- Persons who do not hold a Standard Educator's License:
 - o COE 8156 Academic School Year Supervised Field Experience I - Practicum (600 contact hours).
 - o COE 8746 Academic School Year Supervised Field Experience II - Internship (600 contact hours).

o Obtain scores at or above the proficiency level on the PRAXIS Core Academic Skills for Educators (CORE). More information concerning the PRAXIS Core can be found at:
<http://www.mde.k12.ms.us/OEL/PTI> or <http://ets.org/praxis> .

o Obtain scores at or above the proficiency level on the Praxis II Specialty Area test for Guidance Counselor (Professional School Counselor).

c. Class AAA Guidance Counselor

To be eligible for institutional recommendation from Mississippi State University for a Class AAA standard educator license as a Guidance Counselor, a Class AA standard educator license as Guidance Counselor (Professional School Counselor) is required.

- EPY 6214 Educational Psychology Statistics (or equivalent statistics course).
- Hold a Specialist or Doctoral degree to include 9 semester hours from the following (or equivalent courses):

Course	Title
COE 8303	Family Counseling Theory (Prereq: COE 8023)

COE 8633	Psychosocial Rehabilitation
COE 8913	Counseling Children
EPY 6214	Behavioral and Cognitive Behavioral Interventions
EPY 8253	Child & Adolescent Development & Psychopathology

d. Class AAAA Guidance Counselor

- Hold a Class AAA License (certificate) in Guidance and Counseling.
- Hold an earned Doctorate in Education with an emphasis in Counselor Education.

e. Vocational Counselor Endorsement

Further information may be obtained from:

Mississippi Department of Education Central High School
P.O. Box 771 359 North West Street
Jackson, MS 39205
(601) 359-3513

MDE Licensure Office Central High School
P.O. Box 771
359 North West Street
Jackson, MS 39205
(601) 359-3483

3. CERTIFICATION

a. Certified Rehabilitation Counselor

Students who graduate in Rehabilitation Counseling will sit for the national examination for Certified Rehabilitation Counselors (CRC). The examination is offered three times per year in February, June, and October. If students investigate the requirements and inform themselves of various credentials while they are still in graduate school, they can select electives and sites for practicum and internship that will meet credential requirements. Specific information about the CRC may be found at:

Commission on Rehabilitation Counselor Certification

1835 Rohlwing Road, Suite E

Rolling Meadows, IL 60008
1-847-394-2104
www.crc certification.com

b. National Certified Counselor

Graduates of the counseling programs are eligible to seek the national credential, the National Certified Counselor (NCC). A special administration of the examination for this credential may be taken during the last semester of graduate studies. Regular administration of the examination may be taken after the graduate has acquired two years of post-Masters experience. Detailed information about the requirements for the National Certified Counselor may be found at:

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660 USA
336-547-0607
www.nbcc.org/

c. Specialty Credentials

Specialty credentials offered by the National Board for Certified Counselors and affiliates include the following:

- The National Certified School Counselor (NCSC) specialty credential is a result of the joint efforts of the American Counseling Association (ACA), the American School Counseling Association (ASCA), and NBCC. Requirements for this credential continue to change as the professional school counselors refine the profession. See: www.nbcc.org/cert/ncsc
- The Certified Clinical Mental Health Counselor (CCMHC) specialty credential is recognized by many insurance carriers. CCMHCs have been recognized by Tricare (formerly OCHAMPUS) as authorized providers of mental health services to beneficiaries. See: www.nbcc.org/cert/ccmhc.
- The Master Addictions Counselor (MAC) specialty credential is for counselors who specialize in the field of addictions. See: www.nbcc.org/cert/mac.

VIII. Master of Science (M.S) Degree Programs

The M. S. in Counseling degree with concentrations in Clinical Mental Health Counseling, Rehabilitation, and School Counseling is designed to be completed over the course of 60 credit

hours (typically a minimum of six semesters) with an enrollment of 9-12 credit hours each semester. Enrollment in certain classes is conditioned by successfully completing a required prerequisite course(s). Therefore, in such a situation, students must ensure they have successfully completed the required prerequisite course(s) prior to enrolment in these courses. Failure to follow course sequencing or enrollment in prerequisites will cause delays in graduate study—sometimes as much as a year.

A. CURRICULUM REQUIREMENTS

Master of Science in Counselor Education - Clinical Mental Health Counseling (60 hours)

Course	Title	Hours
Counseling Prerequisites and Core Coursework (24 Hours)		
COE 8083	Assessment Techniques in Counseling	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques and Procedures (Prerequisite: COE 8013, 8023)	3
COE 8053	Clinical Mental Health Counseling Practicum (100 hours) (Prerequisites: COE 8013, 8023, 8043, 8633, 8703, COE 8083)	3
COE 8063	Research Techniques for Counselors	3
COE 8730	Clinical Mental Health Counseling Internship (600 hours) (Prerequisite: COE 8053)	6
Total		24
Specialized Coursework		
COE 6903	Developmental Counseling and Mental Health	3
COE 8073	Cultural Foundations in Counseling	3
COE 8203	Placement and Career Development	3
COE 8303	Family Counseling Theory (Prerequisite: COE 8023)	3
COE 8633	Psychosocial Rehabilitation	3
COE 8703	Principles of Clinical Mental Health Counseling	3

COE 8773	Counseling the Chemically Dependent Client OR	3
COE8783	Counseling the Chemically Dependent Family	3
COE 8803	Crisis Response in Counseling	3
Total		24
12 credits Elective Coursework (9 hours of coursework with COE Prefix) (courses such as the following)		
COE 6743	Gender Issues in Counseling	3
COE 8143	Grief Counseling for Loss and Bereavement	3
COE 8163	Spirituality in Counseling	3
COE 8763	Counseling the Sexually Abused Client	3
COE 8753	Stress Management Counseling	3
COE 8623	Advanced Legal and Ethical Issues in Counseling	3
COE 8813	Counseling the Elderly Client	3
COE 8743	Counseling LGBTQ: Awareness, Mental Health & Advocacy	3
COE 8183	Utilizing Art and Art Therapy in Counseling	3
COE 8913	Counseling Children	3
Total		12
Program Total = 60 hours		

Master of Science in Counselor Education- School Counseling (60 hours)

Course	Title	Hours
Counseling Prerequisites and Core Coursework (42-45 Hours)¹		
COE 8083	Assessment Techniques in Counseling	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3

COE 8203	Placement and Career Development	3
COE 8043	Group Techniques and Procedures (Prerequisite: COE 8013, 8023)	3
COE 8063	Research Techniques for Counselors	3
COE 6903	Developmental Counseling and Mental Health	3
COE 8073	Cultural Foundations in Counseling	3
COE 8303	Family Counseling Theory (Prerequisite: COE 8023)	3
COE 8633	Psychosocial Rehabilitation	3
COE 8703	Principles of Clinical Mental Health Counseling	3
COE 8053	*Practicum- 100 hours (Prerequisites: COE 8013, 8023, 8043, 8903, COE 8083)	3
COE 8730	*Internship- 600 hours (Prerequisite: COE 8053) OR	6
COE 8150	**Academic Year-Long School Counseling Program- 600 Hours (Prerequisites: COE 8013, 8023, 8043, 8903, COE 8083)	6
COE 8740	**Academic Year-Long School Counseling Internship- 600 Hours (Prerequisite: COE 8150)	6
Total		42-45
Specialized Coursework (9 Hours)		
COE 8903	School Counseling Services	3
COE 8923	Seminar in School Counseling (Prerequisite: COE 8903)	3
	One of the Following	
COE 8913	Counseling Children	3
EPY 6113	Behavioral and Cognitive Behavioral Interventions	3
EPY 8253	Child and Adolescent Development and Psychopathology	3
Total		9
Elective Coursework (9 hours) (courses such as the following)		

COE 8173	Counseling the Gifted Student	3
COE 8363	Psychological Aspects of Disability	3
COE 8373	Medical Aspects of Disability	3
COE 8263	Advanced Legal and Ethical Issues in Counseling	3
COE 8803	Crisis Response in Counseling	3
COE 8773	Counseling the Chemically Dependent Client	3
COE 8783	Counseling the Chemically Dependent Family	3
Total	¹ If 45 credit hours of Prerequisite and Core Courses are taken, student will take 6 hours of electives.	6-9
Total = 60 Hours		

*COE 8053 & COE 8730 is for those **with** a standard educator's license

COE 8150 & COE 8740 is for those **without a standard educator's license

Rehabilitation Counseling Masters (60 hours)

Course	Title	Hours
Prerequisites and Core Courses		
COE 8083	Assessment Techniques in Counseling	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques and Procedures (Prerequisite: COE 8013, 8023)	3
COE 8053	Practicum (100 Hours)	3
COE 8063	Research Techniques for Counselors	3
COE 8730	Internship (600 Hours)	6
Total		24
Concentration Requirements		

COE 6373	Vocational Assessment of Special Needs Persons	3
COE 8073	Cultural Foundations in Counseling	3
COE 6903	Developmental Counseling and Mental Health	3
COE 8303	Family Counseling Theory (Prerequisite: COE 8023)	3
COE 8633	Psychosocial Rehabilitation	3
COE 8703	Principles of Clinical Mental Health Counseling	3
COE 8353	Vocational Rehabilitation Counseling	3
COE 8363	Psychological Aspects of Disability	3
COE 8373	Medical Aspects of Disability	3
COE 8383	Job Placement in Rehabilitation	3
Total		30
Elective Coursework (6 hours) (courses such as the following)		
COE 6743	Gender Issues in Counseling	3
COE 8143	Grief Counseling for Loss and Bereavement	3
COE 8163	Spirituality in Counseling	3
COE 8763	Counseling the Sexually Abused Client	3
COE 8753	Stress Management Counseling	3
COE 8623	Advanced Legal and Ethical Issues in Counseling	3
COE 8813	Counseling the Elderly Client	3
COE 8743	Counseling LGBTQ: Awareness, Mental Health & Advocacy	3
Total		6
Total = 60 Hours		

B. MASTER'S COMPREHENSIVE EXAMINATION

1. Eligibility

A final comprehensive examination is required of ALL degree candidates. The exam is the Counselor Preparation Comprehensive Examination (CPCE). To be eligible to take the comprehensive examination, the student must be within six hours of graduating, excluding internship, or the student must be graduating in the semester in which the exam is given. Furthermore, the student must have completed all core requirements including concentration area requirements. The student must be enrolled for a minimum of one semester hour of credit during the semester or term in which the comprehensive examination is administered.

2. Application

The CPCE, is offered three times a year: in the Fall, Spring, and Summer semesters. Students must complete a departmental application via the department academic advisor to take the examination and have the application signed by their faculty advisor. The academic advisor will submit your information to the exam company and will communicate regarding the process for paying for and registering for the exam.

3. Test and Scoring

The CPCE consists of 160 multiple-choice questions from the following Core areas:

- Helping Relationships [20 questions]
- Professional Orientation and Ethics [20 questions]
- Appraisal [20 questions]
- Career and Lifestyle Development [20 questions]
- Group Work [20 questions]
- Research and Program Evaluation [20 questions]
- Human Growth and Development [20 questions]
- Social and Cultural Foundations [20 questions]

To pass, students must correctly answer 65% of the questions on the CPCE exam.

4. Failure of the Comprehensive Examination

If a student fails the comprehensive examination, they may retake the CPCE after 3 months have passed from the original test. The student must re-apply through the department during the semester that they retake the exam. The student must also reapply for graduation through the Registrar's Office prior to the deadline during the

semester they plan to graduate. The student must also reapply for the examination through the department and should do this during the early part of the term in which graduation is anticipated. The student must be enrolled in a minimum of one semester hour of credit to retake the examination.

If the student fails the CPCE examination twice, scoring below a 65% but above a 50%, they will have the opportunity to develop a PDP with their advisor and the Graduate Coordinator of their program that will include an option to take an oral comprehensive exam. They will be examined by a panel of two to three counseling faculty. Questioning will be from the areas of deficit indicated on the most recent CPCE score sheet. Successful completion of the oral examination will constitute passing the comprehensive examination, whereas unsuccessful completion of the oral examination will constitute failure of the comprehensive examination and will be grounds for dismissal from the program.

IX. Educational Specialist Degree Program

A. DEPARTMENTAL PROCEDURES & POLICIES

To be accepted into the Ed.S. degree program, prospective students must have a master's degree in counseling or related field (as determined by program concentration) and a recommended minimum GPA of 3.3 (out of 4.0) on all graduate course work. Applicants also must provide GRE scores taken within the past five years from the date of submitting their applications. To be accepted for the school counseling emphasis, applicants also must pass the PRAXIS CORE (or hold a standard educator license from the Mississippi Department of Education).

The Educational Specialist degree (Ed.S.) in School Counseling is a planned program of a minimum of thirty (30) semester hours beyond the master's degree under the direction of a major advisor and two committee members. Many students enrolled in Educational Specialist degree programs are seeking higher levels of certification or licensure. The degree is designed to provide additional course work in school counseling.

B. COURSEWORK REQUIREMENTS

1. Students who completed a master's degree from a non-CACREP accredited program will be required to complete, from Mississippi State University, any course work that students take as part of MSU's CACREP master's program in counseling. Eighteen (18) of these masters credits in School Counseling may be included in the student's Ed.S. program of study. Note: Students from an academic discipline that was not counseling in nature may be required to complete the equivalent of a master's degree as part of the Ed.S. program of study.
2. Eighteen (18) credits from a student's Master's program at MSU will be allowed to be shared with the Educational Specialist degree.

3. Students are required to take EPY 6214 Ed./Psy. Statistics (or equivalent statistics course).
4. Students must complete research in school counseling and have the option to do it as a thesis or a directed individual study.
 - a. Thesis (COE 8000):
 - Six (6) hours credit, final document placed in MSU library; required adherence to Guidelines for Thesis/Dissertation from the Office of Graduate Studies, strict APA writing style, etc.)
 - The thesis will be a report of either a historical, survey, descriptive, or experimental research study and will be written using a format approved by the program committee. The thesis may be an original contribution or replication of significant research as approved by the graduate committee. The student must submit a proposal outlining and describing the nature of the thesis to his/her graduate committee before beginning any extensive work.
 - After completion of the thesis, the student will defend the work in an oral examination by the graduate committee. The grade assigned for the thesis will be a letter grade and cannot be assigned until the final product is approved by all committee members. The completed and approved work should be assembled in bound form and copies given to each committee member prior to deadline for submitting theses and dissertations to the library.
 - b. Directed Individual Study (COE 7000):
 - Three (3) hours credit, final document placed in student's office folder, less formal in-house document. Guidelines for Thesis/Dissertation not required).
 - The research-focused Directed Individual Study/Special Problem may involve action research, data collection/analysis, or other research activities approved by the student's program committee.
 - The research-focused Directed Individual Study/Special Problem should result in a written report using the format indicated in the document. The student must submit, for approval by the student's graduate committee, a proposal outlining and describing the nature of the research-focused Directed Individual Study/Special Problem before beginning extensive work on it.
 - The student will meet with the committee to present research findings and to review editorial changes with the committee. The committee votes pass/fail. A final grade assigned for the directed study will be a letter grade and cannot be assigned until the final product is approved by all committee members.
 - After completion of the research-focused Directed Individual Study/Special Problem, the approved final draft must be presented to the student's graduate committee as bound copies.

*Note: Researchers who work with human participants must submit a request to the MSU Institutional Review Board (IRB) for the protection of human subjects. Students must obtain IRB approval before beginning data collection.

C. GRADUATE COMMITTEE

The graduate committee for the Ed.S. degree will be composed of at least three members. Two of the members of the committee will represent the department or the area of program emphasis. One member must be from clinical mental health or rehabilitation counseling within the department. The latter member may be from another department within the College of Education or from a department outside the College of Education, depending upon the supporting area(s) selected. The graduate committee is chaired by the major advisor representing the area of program emphasis and must be appointed within the first six hours of course work taken after the student has been admitted into the Ed.S. program.

The major professor or the graduate coordinator should request that the Academic Advisor complete the appropriate form requesting the appointment of the committee members.

D. EDUCATIONAL SPECIALIST COMPREHENSIVE EXAMINATION

A written comprehensive examination is required of all Ed.S. degree candidates. A supplementary oral examination may also be required, depending upon the student's performance on the written examination. The comprehensive examination may be taken during the semester or term in which final course work is being completed or later.

1. Preparation:

The student must be enrolled in a minimum of one semester hour of credit during the semester or term during which the examination is administered. Dates for the comprehensive examination are set by the program coordinator. Students should work with the graduate coordinator to schedule their exam and complete an application with the department's academic advisor.

2. Policies and Procedure:

The written examination is formulated by the student's committee chair in consultation with the other committee members. All examinations are essay questions that must be typed and answered in four-hours. The committee grades the examination according to a standard rubric. The examination should show: (a) thorough familiarity with the literature in the area of program emphasis and supporting area, and (b) general knowledge and training (including use of oral and/or written English). The thesis or special problem will not be covered on the comprehensive examination. The examination will be arranged and administered by the department in which the area of program emphasis is located. The decision concerning whether the student passes or fails the comprehensive examination will be made by the graduate committee in accordance with the grading policy established by the department in which the area of program emphasis is located. The results will be reported to the Office of the Graduate School.

3. Supplemental Oral Exam:

The student's committee may elect to administer a supplementary oral examination (supplementary to the written comprehensive examination). If a supplementary oral examination is administered, the written examination and the oral examination together will comprise the comprehensive examination; that is, the results of the two modes of

examination will be combined and a single result (pass or fail on the comprehensive examination) will be reported to the Office of the Graduate School. If the student performs exceptionally well on the written examination, the committee may agree to waive the oral examination.

4. Failure of the Comprehensive Exam:

If a student fails the comprehensive examination, they may retake it after 3 months have passed from the original test. The student must re-apply through the department during the semester that they retake the exam. The student must also reapply for graduation through the Registrar’s Office prior to the deadline during the semester they plan to graduate. The student must be enrolled in a minimum of one semester hour of credit to retake the examination.

If the student fails the CPCE examination twice, they will have the opportunity to develop a PDP with their committee chair and that will include an option to take an oral comprehensive exam. Questioning will be from the areas of deficit from the prior two exams. Successful completion of the oral examination will constitute passing the comprehensive examination, whereas unsuccessful completion of the oral examination will constitute failure of the comprehensive examination and will be grounds for dismissal from the program.

School Counseling EdS Sample Curriculum Requirements

(Total Program Hours = 30 above Master’s degree)

Highlighted text are the courses required beyond the Master’s degree.

Course	Title	Hours
Counseling Core Curriculum Courses (18 Hours)		
COE 8083	Assessment Techniques in Counseling	3
COE 8013	Counseling Skills (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8203	Placement and Career Development	3
COE 8043	Group Techniques/Procedures (Prereq: COE 8013, 8023)	3
COE 8063	Research Techniques for Counselors	3
School Counseling Courses (12 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8043	Cultural Foundations	3
COE 8903	School Counseling Services	3
COE 8923	Seminar in School Counseling	3
Restricted Electives (9 hours) Three of the following:		
COE 8913	Counseling Children	3
COE 8303	Family Counseling Theory	3
COE 8363	Psychosocial Rehabilitation	3

EPY 6113	Principles of Behavior Analysis	3
EPY 8253	Child & Adolescent Development & Psychopathology	3
	Statistics (4 Hours)	
EPY 6214	Ed. & Psych. Statistics (or equivalent stats course)	4
	Applied Research (3 or 6 Hours) - Specialist Project	
COE 7000	Directed Individual Study_OR	3
COE 8000	Research/Thesis	6
	Field Experience (9 or 12 Hours)	
COE 8053	Practicum (Prereq: COE 8023, 8013, 8043, 8903, 8083)	3
COE 8730	Internship (Prereq: COE 8053)	6
OR		
COE 8150	Academic Year Long School Counseling Practicum (Prereq: COE 8023, 8013, 8043, 8903, 8083)	6
COE 8740	Academic Year Long School Counseling Internship (Prereq: COE 8150)	6
	Electives beyond Masters	
EPY 6113	Principles of Behavior Analysis	3
OR		
EPY 6103	ABA for Behavior Technicians	3
EPY 8253	Child Development	3
	Suggested Courses shared for Dual Credit (M.S. & Ed. S.)	
COE 8903	School Counseling Services	3
COE 8923	Seminar in School Counseling	3
COE 8913	Counseling Children	3
COE 8303	Family Counseling Theory	3
COE 8633	Psychosocial Rehabilitation	3
COE 8703	Principles of Clinical Mental Health Counseling	3

X. Doctoral Degree Programs

A. PH.D. DEGREES OFFERED

The department offers a Ph.D. degree in counselor education and supervision:

- COED (Counselor Education) is the department's Counselor Education program for doctoral students with a concentration in Clinical Mental Health, Rehabilitation, or school counseling. The program is accredited as Counselor Education and Supervision by CACREP.

Students in the doctoral program in counseling are encouraged to pursue full-time studies, 9 hours of course work per regular term, Fall and Spring, for the first part of their doctoral studies

(defined as the time prior to eligibility to apply to take the Written Doctoral Comprehensive Examination).

Doctoral students are expected to complete their program in a timely manner unless hampered by personal or family illness, financial reverses, or unforeseen circumstances (e.g., natural disaster, pandemic, etc.). The expected time for completion of the doctoral degree after completion of the coursework and doctoral comprehensive examinations is approximately three academic years.

B. DUAL ENROLLMENT

A dually enrolled doctoral student is defined as one who has applied and been accepted for the doctoral program in counseling and has not completed a master's degree in counseling from a CACREP-accredited program. Students admitted to this program must be considered to have exceptional academic prowess from either high standardized scores (e.g., GRE, MAT), and undergraduate grade point averages; must evidence a high level of motivation and enthusiasm for doctoral studies in counseling; and be willing to commit to pursue full-time studies in the Ph.D. program in counseling.

C. COHORT MODEL

Two doctoral cohorts exist in the doctoral program in counseling—dually enrolled and regular admission doctoral students. Regular admission cohort doctoral students are those who apply with a completed Master of Science degree in counseling from a CACREP-accredited program. These students are eligible for application for the Mississippi Provisional License in Counseling (P-LPC) or have previously completed requirements for the Licensed Professional Counselor license in Mississippi or another state. This cohort also includes practitioners who have completed a master's degree in counseling, who have exceptional potential to pursue the Ph.D. in counseling, and who have experience in the field working as a counselor or therapist.

D. PROFESSIONAL REQUIREMENTS

Students are required to demonstrate professional commitment to the field of counseling and should attempt to make full use of their graduate experience. Commitment may be demonstrated by field experiences and internships; membership in professional organizations; attendance at local, state, regional and national conferences and workshops. Students are urged to write, publish, and present papers at professional conferences and workshops and to participate in further counseling training by participation in workshops and in-service training.

E. DOCTORAL PROGRAM CURRICULUM REQUIREMENTS

The course work from the master's degree is acknowledged as preparation for doctoral studies. This doctoral program is built on specialty course work and experience in the areas of Clinical Mental Health and Rehabilitation. If a student is missing any course work that normally is completed as part of a CACREP-approved master's degree, the missing course work will be incorporated into doctoral studies.

1. Minor Area Requirements (12-18 hours)

In setting up the candidate's graduate program, the Graduate Committee must set up a major and may specify one or more minor or allied fields of study. A minor in a doctoral program must consist of at least twelve hours of graduate course work; have approval of the student's major professor; approval of the graduate coordinator from the minor area; have a member from the minor area on the student's graduate committee; and satisfy requirements as specified by minor areas.

Course work for the minor may come from any academic department in the University offering graduate coursework. Any complementary set of courses with a prefix different from the major area of program emphasis may comprise the minor area. The minor may be outside the College of Education. For example, doctoral students in Counseling will typically select a minor in areas such as Psychology, Sociology, Gerontology, Gifted Education, Public Policy, Technology Education, School Psychology, Educational Psychology, Human Sciences, Business, and Women's Studies.

Students must have completed the minor and have a letter that certifies passage from the minor department to be eligible to take the Written Preliminary Exam.

2. Focus Area Requirements (12-18 hours)

- g. Rationale: Counseling is a broad field. Counselors benefit from the endeavors of many other professionals with different training and backgrounds. The focus area requirements are designed to give students the opportunity to benefit from a broad array of theory, practice, and research in fields related to counseling. The focus area option provides an opportunity for an individual to present to the department knowledge gained in other fields of study. Course work for the focus area may come from any academic field of study if the field will benefit the student as a counselor educator, supervisor, researcher, or practitioner.
- h. Goals:
 - i. Provide students with a broad range of knowledge and uphold the academic rigor of the doctoral program.
 - ii. Provide students with the breadth of knowledge to successfully compete in a competitive job market as well as reach their professional goals.
 - iii. Allow the doctoral committee to apply course work from a graduate degree in a related field towards the student's doctoral program, thereby acknowledging this coursework as the student's focus area.
- i. Procedures:
 - i. Students will meet with their major professor to identify a focus area.
 - ii. The student and the major professor will select a focus area professor. The focus area professor will be a member of the student's doctoral committee. The focus area professor is one whose expertise and professional accomplishments are of superior quality and appropriate for inclusion in the student's doctoral committee.

- iii. The focus area professor may not be a member of the departmental counseling faculty at MSU.
- iv. The focus area will consist of a minimum of 12 graduate hours.
- v. The student must have a minimum 3.0 GPA in focus area courses.
- vi. The student may demonstrate proficiency in the focus area by
 - 1. delivering a presentation about the application of knowledge gained from the focus area to a symposium of departmental faculty and students OR
 - 2. passing a focus area examination (oral or written, administered and evaluated by the focus area professor).
- vii. The student will not be allowed to take departmental written comprehensive preliminary exams until proficiency in the focus area is demonstrated.

F. CONTINUOUS ENROLLMENT

After admission to the doctoral programs in counseling, the faculty expects doctoral students to work toward earning the doctoral degree in a regular, consistent manner. Students should enroll at MSU each semester until completion of the doctoral program. Faculty are not permitted by University policy to advise, review dissertation drafts, or instruct students who are not enrolled.

The university's continuous enrollment policy requires doctoral students to be enrolled each semester or they will be dropped from the graduate school. To be continuously enrolled, the student must enroll in at least one credit hour in two of the three semester terms with Fall semester required (add Spring or Summer). The doctoral student must complete the degree program within 5 years after passing the preliminary comprehensive exam. See the Graduate Catalog for more information: <http://catalog.msstate.edu/graduate/academic-policies/enrollment-requirements/#continuousenrollmenttext>

G. DOCTORAL GRADUATE COMMITTEE

The purpose of the doctoral graduate committee is to facilitate the progress of the doctoral student toward completion of the doctoral program. In concert with the major professor this committee will oversee the doctoral student's program planning, collaborate in the development of the written doctoral comprehensive examination, participate in the grading of said written examination, and collaborate in the oral doctoral examination.

In addition, the doctoral graduate committee supervises the student's research, approving the development of the dissertation research proposal and ultimately endorsing the completed dissertation when it is successfully defended by the doctoral student. The doctoral committee members should be chosen with this mission in mind because participation in this endeavor requires a considerable commitment of time and energy from the faculty members involved.

The major professor and/or director of the dissertation should have interest and expertise that complements the student's dissertation research interests. Committee members should be chosen that are able to provide assistance in development of dissertation research that is of interest to the

doctoral student; is salient to the area of counseling in which the student has expertise; and insures that the research attempted contributes to the field of counseling.

The doctoral graduate committee for students in the Doctor of Philosophy in Counseling and School Counseling should be composed of at least five members: the major professor or chairperson and four other members. The majority of committee members' academic backgrounds must be in counseling. The director of the dissertation should be a professor of counseling in the Department of Counseling, Educational Psychology and Foundations. Selection of the committee should be a joint effort of the doctoral student and the major advisor. Committee members should be chosen who can contribute to the student's learning and are interested in the student's area of research. To facilitate the doctoral student's progress, it is suggested that the doctoral student consider including a professor whose primary responsibility is in the area of research and statistics depending upon the type of statistical study, qualitative or quantitative, that is being considered.

Changes to the original doctoral graduate committee might be expected during the doctoral program as the doctoral student begins to solidify and refine the area of research that he or she envisions for the dissertation study. However, after the doctoral student has completed the program of study and has written the doctoral comprehensive examination, changes to the doctoral committee must be avoided except in unusual circumstances. Such circumstances would include: (a) death of a member, (b) significant recent illness or disability that would preclude member participation, (c) retirement from the university, (d) leaving the university for another work activity or university, or (e) other significant change that precludes the committee member from actively participating in the work of the committee.

The student and major professor should request the Academic Advisor to initiate a "Committee Request" eForm when the committee has been solidified. Each committee member will confirm or deny their membership via this form.

H. PROGRAM OF STUDY

Courses planned in collaboration with the student, major professor, minor professor, and committee should be listed on the "Program of Study" form. All committee members sign the program of study form(s). Additionally, the graduate coordinator in the major and minor/supporting areas must sign the forms.

The counseling program's graduate coordinator should keep one copy of the program of study, give copies to each committee member and have the original put in the student's file in the Academic Advisor's office. The program of study is to be submitted during the second semester of full-time study or prior to the completion of at least 12 semester hours of graduate course work.

Two-thirds or more of the hours on the doctoral program of study, exclusive of dissertation credits must be in 8000-9000 level courses or their equivalent.

I. CHANGES TO PROGRAM OF STUDY

Any changes in a student's program of study must be approved and signed by all members of the graduate committee. The major professor, counseling programs graduate coordinator and student are responsible for ensuring that all necessary changes in the program of study are made. Changes should be made via the form entitled Change to Graduate Program of Study. All changes should be made before the student enrolls in the substituted course. If this is impossible, then all changes must be made before the student will be approved to take the written preliminary examination. Changes in the minor/supporting/focus area must be approved by the minor/supporting area graduate coordinator before the minor comprehensive examination.

J. ADMISSION TO CANDIDACY

A doctoral student is admitted to candidacy when the student successfully passes the preliminary/comprehensive exam. A student's time frame for completing the degree will begin in the semester following Admission to Candidacy.

K. DOCTORAL PRATICUM AND INTERNSHIP

All doctoral students in counseling must complete one 300-hour doctoral practicum and one 600-hour doctoral internship. The faculty encourages students to pursue full-time doctoral internships. If conducted at the student's current work site, the practicum experience must include new learning that is qualitatively different from the student's occupational responsibilities. During practicum and internships, all doctoral students must receive weekly individual and/or triadic supervision. This supervision is usually performed by a supervisor with a doctorate in Counselor Education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member. Review the Counseling Practicum & Internship Handbook for more information.

L. RESEARCH SKILLS REQUIREMENT

All doctoral students in the Counseling and Supervision Ph.D. program must satisfy two research skill requirements in order to be certified as proficient in the application of research and statistical techniques. These two skill requirements must be completed before a dissertation proposal can be submitted. The student's program of study must include information about how the student will demonstrate both Research Skill 1 and Research Skill 2.

1. Research Skill 1

- a. Completion of course work:
 - i. Completing four of the required research and statistics courses at MSU (see list of courses below)

Ph.D. Degree Required Courses:

- COE 8063: Research Techniques for Counselors (or master's degree equivalent)

- EPY 8214: Advanced Educational & Psychological Statistics
- EPY 9213: Advanced Analysis in Educational Research
- EPY 9263: Applied Research Seminar
- EDF 9443: Single Subject Research Designs in Education, OR
EDF 9453: Qualitative Techniques in Educational Research
- ii. Having a cumulative GPA of 3.40 on course work in research and statistics; and
- iii. Having completed research/statistic course work not taken at Mississippi State University within 6 years prior to completing the Doctoral Research Skill Requirements.

OR

- b. Completion of a planned research project with your major professor:
 - i. Demonstrate competency in application of research and statistical skill by completing a planned quantitative or qualitative research project that must be approved by the student's major professor and doctoral committee; and
 - ii. The project will conclude with a final document containing an analysis and interpretation of original data and will be submitted to the student's major professor and doctoral committee for evaluation.

AND

2. Research Skill 2

The completion of this requirement will be monitored by the student's major professor and the student's doctoral committee.

- a. Demonstrate competency in the application of research and statistical techniques by authoring, submitting (must be screened through a refereed process), and presenting a scholarly paper to a regional or national professional convention or conference; or
- b. Demonstrate competency in the application of research and statistical techniques by being an author of a scholarly paper published in a refereed journal.

Note: Students must complete a category in BOTH Part I and Part II.

M. COMPREHENSIVE EXAMINATIONS

1. Knowledge Assessment

Through the comprehensive examination process, doctoral students are given an opportunity to demonstrate: (a) mastery of the state of the art in counseling as supported by research and theoretical literature; (b) an understanding of the relationships among the various areas of

counseling; (c) the ability to apply, analyze, synthesize, and evaluate knowledge gained in relation to problems encountered in counseling, and (d) the ability to present answers in an organized, research based, and grammatically acceptable fashion. Specific knowledge will be assessed in the counseling foundations. The student's specialty area will also be assessed in the following content areas:

- a. theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;
- b. theories and practices of counselor supervision;
- c. instructional theory and methods relevant to counselor education;
- d. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning, empowerment and social justice, and professional leadership;
- e. design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- f. design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- g. models and methods of assessment and use of data;
- h. ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics);
- i. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international, perspective, and equity issues in counselor education programs; and
- j. advanced clinical assessment.

2. Written Preliminary Examination (WPE)

• Eligibility Requirements for Ph.D. Students

The doctoral student in counseling must have completed the research skills required by the department and completed all required course work in the counseling doctoral program including COE 9743: Advanced Practicum and COE 9750: Advanced Internship; have a 3.00 GPA and be enrolled in one semester hour of course work during the semester the Written Examination is administered. At least 90 days before the doctoral student will be administered the examination, the doctoral student must apply through the graduate coordination of his/her emphasis area to take the examination. This application must include a Committee Request form and a completed Doctoral Program of Study.

• WPE Content

The Doctoral Written Examination is constructed as a group of essay questions by the doctoral committee and scored by the counseling faculty serving on the doctoral committee. Students are expected to begin to study for the comprehensive examination at least 3 months prior to taking the examination. Students are allotted two days to answer the Doctoral Written Examination essay questions. All doctoral students are required to word process their answers in a secured location designated by the Department.

The examination consists of eight essay questions. Students should be prepared to submit a reference list for each question answered, however, items such as iPhones, iPads, personal computers, hand-held calculators, or other materials are not allowed in the examination area. Doctoral students should be prepared to surrender all technological materials (e.g., iPhone, iPad, personal computer), notes, or other personal material prior to the examination. The examination will be graded and scored by the counseling members of the student's doctoral committee with any committee members outside the counseling program given an opportunity to read and comment on questions, but not provide a grade or score. Final scores on the Doctoral Written Examination will be scored and recorded by the major professor. Results of the examination should be forwarded to the student approximately three weeks following the examination.

The written examination tests the doctoral student in the doctoral core competencies and indirectly in the counseling emphasis area. Doctoral students will receive questions that reflect the CACREP doctoral areas.

Questions will be focused on the following areas of doctoral study:

- Counseling
- Supervision
- Teaching
- Research and Scholarship
- Leadership and Advocacy

The counseling committee members should be asked to participate in construction of the questions for the Doctoral Written Examination. The student should be provided a minimum of two questions per area of doctoral expertise, which reflect the CACREP standards for doctoral students. The doctoral student's emphasis area or area of expertise should be reflected in the content of the questions. For example, a doctoral student whose expertise is in school counseling might be asked to design a counseling group that addresses the issues of high school students who are experiencing divorce, or a doctoral student whose expertise is in alcohol and drug issues might be expected to develop a teaching curriculum that focuses on issues in substance use treatment.

The examination is administered over a two-day period. Each day consist of two, four-hour periods– 8:00 a.m. to 12:00 noon and 1:00 to 5:00 p.m. with a one-hour lunch break.

The results of the written preliminary examination will be reported separately from the oral preliminary examination. The appropriate form should be signed by the major professor and counseling programs graduate coordinator and forwarded to the Office of Graduate Studies. It is the student's responsibility to coordinate and schedule the Doctoral Oral Examination.

A student who fails the Doctoral Written Examination cannot apply for another examination until one full semester has elapsed from the time of the first examination. If the doctoral student fails the Doctoral Written Examination, a PDP that focuses on the student's areas of weakness should be developed by the major professor, the doctoral committee, and the doctoral student. The doctoral student and major professor should plan in the semester of preparation for retaking the examination to complete a directed individual study that focuses on remediation and resolution of the student's deficiencies. At the end of the semester of preparation, the major professor and doctoral student should agree on whether to proceed with a retesting of the doctoral student. Failures should be avoided by collaboration and preparation with the direction of the major professor.

Two failures on the written preliminary examination will result in the student being terminated from the counseling doctorate program.

3. Oral Preliminary Exam (OPE)

The Doctoral Oral Examination should be scheduled immediately after the student is notified by the major professor that the student has passed the Doctoral Written Examination. The student must be enrolled during the semester in which the examination is administered. It is the student's responsibility to schedule the Doctoral Oral Examination at a specified time. Committee members should commit to a two-hour period for the Doctoral Oral Examination.

All members of the Doctoral Committee should plan to attend this meeting, either face to face or virtually. Although the major professor facilitates the meeting, each committee member should be afforded time to ask questions and interact with the doctoral student.

The doctoral student should review the questions provided for study and be thoroughly familiar with the areas of expertise assessed in the Doctoral Written Examination questions. The doctoral student will be expected to: (a) demonstrate thorough familiarity with literature germane to the doctoral program and to their specific emphasis area; (b) understand the relationships between the various areas of counselor education; (c) demonstrate general knowledge and training; and (d) apply, synthesize, integrate and evaluate knowledge gained in the doctoral program. The doctoral student should demonstrate the highest level of professional demeanor by engaging in a discourse with the committee that is logical, fluent, and confident.

Doctoral Oral Examinations are never to be held in the absence of the major professor, nor should the Doctoral Dissertation Defense be held in the absence of the dissertation director. Neither the Doctoral Oral Examination nor should the Doctoral Dissertation Defense be held with fewer than four committee members present either face to face or virtually. In cases of emergency of the major professor or doctoral student, the examination should be rescheduled to a later date.

The results of the Doctoral Oral Examination will be reported on the appropriate form signed by the major professor and committee and forwarded to the Office of Graduate Studies. If the doctoral student passes the examination and the committee wishes to clarify issues about which

the doctoral student was insecure, the major professor should address these issues with the doctoral student and provide appropriate clarity. If the student fails the Doctoral Oral Examination, each committee member will provide specific feedback concerning the student's performance and give suggestions on how to improve this performance.

A student who fails the Doctoral Oral Examination cannot apply for another examination until one full semester has elapsed from the time of the first examination. If the doctoral student fails the Doctoral Oral Examination, a PDP that focuses on the student's areas of weakness should be developed by the major professor, the doctoral committee, and the doctoral student. The doctoral student and major professor should plan, in the semester of preparation for retaking the examination, to complete a directed individual study that focuses on remediation and resolution of the student's deficiencies. At the end of the semester of preparation, the major professor and doctoral student should agree on whether to proceed with a retesting of the doctoral student. Failures should be avoided by collaboration and preparation with the direction of the major professor.

Two failures on the oral preliminary examination will result in the student being terminated from the doctoral program.

N. DOCTORAL MINOR IN COUNSELING

A doctoral minor in Counseling shall constitute a minimum of 12 hours of counseling course work. Doctoral students shall meet with the intended minor professor for an interview. The minor professor will determine courses to be included in the minor program of study. The minor will consist of course work in: (a) Counseling Theory, (b) Cultural Foundations in Counseling, (c) an Environmental Specialty course, and (d) at least one other counseling course. Counseling coursework previously completed may be considered for inclusion in the doctoral minor by the minor professor based on his or her evaluation of the degree program, the student's current knowledge of the field, and the age of the course work. A student who fails the minor examination cannot apply to take another examination until four months have elapsed from the date of the original examination. Two failures of the minor examination will result in the student being dropped from further consideration as a student minoring in counseling.

COED Counselor Education and Supervision Doctoral Program

(Clinical Mental Health, Rehabilitation, & School Counseling)

Course	Title	Hours
	Research and Education Core (19 Hours)	
COE 8063	Research Techniques in Counseling (or Master's-Level Equivalent)	3
EPY 8214	Intermediate Ed & Psych Statistics (Prerequisite: EPY 6214)	4
EPY 9213	Advanced Analysis in Educational Research	3

EPY 9263	Applied Research Seminar	3
HED 8133	University & Community College Instruction	3
	One additional statistics/research course	3
EDF 9443	Single Subject Research Design or	3
EDF 9453	Qualitative Techniques in Educational Research or	3
HI 8923	Historiography and Historical Methods or	3
	(Other approved graduate course in research or statistics)	9
Doctoral Counseling Core + Dissertation Research (38 Hours)		
COE 9013	Counseling Supervision	3
COE 9023	Advanced Counseling Theory	3
COE 9033	Advanced Seminar Research	3
COE 9043	Advanced Group Work & Systems	3
COE 9073	Advanced Multicultural Counseling	3
COE 9083	Advanced Assessment Techniques in Counseling	3
COE 9000	Dissertation/Research	20
	Field Experience (9 Hours)	
COE 9743	Advanced Doctoral Practicum [300 – hours]	3
COE 9756	Doctoral Internship [600 – hours]	6
	Approved Electives (3-15 Hours) such as:	
EPY 8223	Psychological Foundations of Education	3
EDF 9313	Philosophy of Education	3
	Minor or Focus Area (12-18 Hours)	

XI. Forms and Required Paperwork

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY & FOUNDATIONS

INFORMED CONSENT AGREEMENT

This form is available in an online format via the CEPF Student Center Canvas course.

The course content and experiential activities involved in the programs offered by the Department of Counseling, Educational Psychology & Foundations are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses, and performance. This feedback will come from faculty, supervisors, peers, and clients. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Department's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counselor and demonstrate your professional skills as you work with classmates in role-play situations and with clients in your actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Department of Counseling, Educational Psychology & Foundations faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

If in the professional judgement of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practicum, and internships), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations to the Department Head.

By typing or signing your name and submitting this as an assignment via Canvas, you agree that you have read the Code of Ethics and Standards of Practice relevant to your program of study, the relevant material in the Graduate Student Handbook, and the description of course requirements and program experiences required in the curriculum. You agree that the faculty of the Department of Counseling, Educational Psychology & Foundations has the right and responsibility to monitor your academic and professional ethical behavior. You also agree to fully participate in the courses and requirements delineated in the Graduate Student Handbook and agree to abide by the policies set forth in the Handbook.

Signature

Date

Faculty Advisor's Signature

Date

COUNSELOR PROFESSIONAL DISPOSITIONS

This form is available in an online format via the CEPF Student Center Canvas course.

Dispositions have been defined as the “values, commitments, and professional ethics that influence behavior toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator’s own professional growth” (NCATE, 2000).

Dispositions can also be described as attitudes and beliefs about counseling, as well as, professional conduct and behavior. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in counseling settings. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. The MSU Counseling Program addresses the knowledge, skills/performances and dispositions needed by beginning counselors. Professional behaviors and characteristics are described below.

1. **Responsibilities:** Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and department handbooks; exhibits dress and grooming appropriate for the setting; self-directed; engages in self-care behaviors; accepts responsibility.
2. **Communication:** Uses appropriate language; demonstrates ability to speak and write with clarity; uses Standard English in writing and speaking; practices active listening.
3. **Interpersonal Skills:** Shows courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to others; committed to diversity, and is non-judgmental, open-minded, supportive, and encouraging.
4. **Professional Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; committed to holistic development of students/clients; dedicated to mental health, including, prevention, guidance, and wellness; demonstrates persistence in helping all clients/students achieve success; exhibits personal and professional awareness and caring attitude toward all clients/students; and is multiculturally competent.
5. **Self-Management:** Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; able to accept and express different points of view in a professional manner; maintains healthy emotional self-regulation; uses good judgment; accepts responsibility for own actions.
6. **Ethics and Law:** Demonstrates truthfulness and honesty; maintains ethical and legal behaviors; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies/laws pertaining to the university, department, fieldwork site, state, Federal government, and profession.
7. **Self-Reflection:** Engages in problem solving and self-evaluation; continually seeks to improve self-awareness; reflects on decisions made concerning clients/students; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

I have read and understand the MSU COE Professional Dispositions and the implementation procedures as outlined in the *Counseling Programs Graduate Student Handbook*. I have gone online and reviewed both the departmental Student Retention Policy (within *The Counseling Programs Graduate Student Handbook*), and the *ACA Code of Ethics* (at aca.org).

Signature

Date

GRADUATE STUDENT REVIEW AND EVALUATION

Student Name: _____ **Student ID** _____

Counseling Concentration: **Clinical Mental Health** _____ **Rehab** _____ **School** _____

Degree: _____ Master's _____ Specialist _____ PhD

Faculty Evaluation: (Faculty have reviewed student progress and rated the student as shown on the rubric below.)

Evaluation Scale

- 1. Unsatisfactory/Unacceptable (Fails to meet minimal graduate student expectations)**
- 2. Acceptable (Meets graduate student expectations/consistently)**
- 3. Target (Exceeds graduate student expectations consistently)**

ACADEMIC PROGRESS

Faculty report of unsatisfactory grades in "gatekeeper" classes: **COE 8013: Counseling Skills; COE 8023: Counseling Theory; COE 8043: Group Techniques and Procedures; COE 8633: Psychosocial Rehabilitation (for CMHC); COE 8053/8153: Practicum; and COE 8730/8740; Internship.**

CEPF Department Academic Advisor reports from the Office of the Graduate School unsatisfactory grades (C and below) in any class:

Did the student receive an unsatisfactory grade in a gate keeping course?

Yes or No (circle one)

If yes, please list course(s): _____

Did the student receive a grade below C in any class as reported by the Office of the Graduate School?

Yes or No (circle one)

If yes list course(s) _____

DISPOSITIONS	Unacceptable	Acceptable	Target
<p>1. Responsibilities: Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and department handbooks; exhibits dress and grooming appropriate for the setting; self-directed; engages in self-care behaviors; accepts responsibility.</p>			
<p>2. Communication: Uses appropriate language; demonstrates ability to speak and write with clarity; uses Standard English in writing and speaking; practices active listening.</p>			
<p>3. Interpersonal Skills: Shows courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to others; committed to diversity, and is non-judgmental, open-minded, supportive, and encouraging.</p>			
<p>4. Professional Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; committed to holistic development of students/clients; dedicated to mental health, including, prevention, guidance, and wellness; demonstrates persistence in helping all clients/students achieve success; exhibits personal and professional awareness and caring attitude toward all clients/students; and is multicultural competent.</p>			
<p>5. Self-Management: Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; able to accept and express different points of view in a professional manner; maintains healthy emotional self-regulation; uses good judgment; accepts responsibility for own actions.</p>			
<p>6. Ethics and Law: Demonstrates truthfulness and honesty; maintains ethical and legal behaviors; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies/laws pertaining to the university, department, fieldwork site, state, Federal government, and profession.</p>			

7. Self-Reflection: Engages in problem solving and self-evaluation; continually seeks to improve self-awareness; reflects on decisions made concerning clients/students; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.			
Professional Development Plan:	YES (1)	NO (2)	
Potential for Success as a professional:	Unacceptable	Acceptable	Target
Comments: (Please provide evaluator comments reflecting acceptable or outstanding behaviors, as well as specific identification of the student's need for improvement or unacceptable/ unsatisfactory behaviors.)			
Other: Please provide evaluator comments reflecting "other" issues not included elsewhere on this form.			

Evaluator Signature: _____ Date: _____

Student Acknowledgement of Evaluation Results

I have received this information from my academic advisor and have had the opportunity to discuss the results with my advisor and other program faculty as appropriate.

Student Signature: _____ Date: _____

Faculty Advisor: _____ Date: _____

Students are required to sign their evaluation form during the first week of the following semester of evaluation.

COMPREHENSIVE DISPOSITION REVIEW FORM

A faculty member should complete this form at the completion of the following courses in Taskstream
 Watermark: **COE 8023: Counseling theory**; **COE 8013: Counseling Skills**; **COE 8043: Group Techniques and Procedures**; **COE 8633: Psychosocial Rehabilitation (only for students enrolled in clinical mental health and school counseling)**; **COE 8053/8153: Practicum (This form is used only by the university individual supervisor; on site supervisors are not required to use this form)**; and **COE 8730/8740 Internship**.

Faculty Evaluation: (Faculty members have reviewed students' progress and rated the student as shown on the rubric below.)

Student Name: _____ Student ID: _____

Evaluator Name: _____ Date: _____

CACREP 4.G	Does Not Meet Expectations (1)	Meet Expectations (2)	Exceeds Expectations (3)
Responsibilities Present, punctual, and prepared for classes and field experiences			
Responsibilities Complete assignments in a timely manner			
Responsibilities Cooperate positively with faculty, staff, and peers			
Responsibilities Knows and follow guidelines in course syllabi, university, and department handbooks			
Responsibilities Exhibits dress and grooming appropriate for the setting			
Responsibilities Self-directed and accept responsibility			

Responsibilities			
Engages in self-care behaviors			
Responsibilities			
Accepts Responsibilities			
Communication			
Uses appropriate language			
Communication			
Demonstrates ability to speak and write with clarity			
Communication			
Uses Standard English in writing and speaking			
Communication			
Practices active listening			
Interpersonal Skills			
Shows courtesy and respect for students, faculty, and staff			
Interpersonal Skills			
Works collaboratively with others			
Interpersonal Skills			
Avoids disparaging or critical remarks			
Interpersonal Skills			
Establishes positive rapport and appropriate relationships			
Interpersonal Skills			
Shows sensitivity to others			

Interpersonal Skills			
Committed to diversity			
Interpersonal Skills			
Is nonjudgmental and open minded			
Interpersonal Skills			
Supportive and encouraging			
Professional Characteristics			
Positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful			
Professional Characteristics			
Respects individual differences			
Professional Characteristics			
Shows initiative and creativity			
Professional Characteristics			
Committed to the holistic development of students/clients			
Professional Characteristics			
Possess multicultural counseling competencies			
Professional Characteristics			
Dedicated to promoting mental health, including, prevention guidance, and wellness			
Professional Characteristics			

Demonstrates persistence in helping all clients/students achieve success			
Professional Characteristics Exhibits personal and professional awareness and caring attitude toward all clients/students			
Self-Management Exhibits self-control and reacts appropriately under stress			
Self-Management Flexible and adapts to changes			
Self-Management Able to accept and express different points of view in a professional manner			
Self-Management Maintains healthy emotional self-regulation			
Self-Management Uses good judgment			
Self-Management Accepts responsibility for own actions			
Ethics and Law Demonstrates truthfulness and honesty			
Ethics and Law Maintains ethical and legal behaviors			

Ethics and Law			
Maintains confidentiality			
Ethics and Law			
Respects intellectual property of others by giving credit and avoiding plagiarism/cheating			
Ethics and Law			
Adheres to ethical/policies/law as pertaining to the university, department, fieldwork site, and profession			
Self-Reflection			
Engages in problem solving and self-evaluation			
Self-Reflection			
Continually seeks to improve self-awareness			
Self-Reflection			
Reflects on decisions made concerning clients/students			
Self-Reflection			
Accepts constructive feedback in a positive manner			
Self-Reflection			
Uses feedback to make improvements			
Self-Reflection			
Strives for personal and professional growth			
Total Score			

PROFESSIONAL DEVELOPMENT PLAN (PDP)

Student Name: _____ Student ID: _____

Date _____

The MSU Counseling Program and the university are committed to educating professional counselors-in-training, and to our students having a successful graduate experience. In the professional judgment of program faculty, your progress in the program:

- needs improvement
- is unsatisfactory and fails to meet the program/university standards

This PDP serves as notification of unsatisfactory progress and/or the need for improvement in academics, professional skills or professional counselor dispositions. This document also serves to identify remedial/corrective action in which you will engage in order to allow you to remain in the Counseling Program or to complete the Counseling Program successfully. This document and any resulting commentary and evaluation by faculty will be placed in your departmental graduate records.

You are expected to:

- Abide by all of the stipulations indicated in this PDP
- Abide by all of the responsibilities, policies and procedures described in the *Counseling Programs Graduate Student Handbook*
- Maintain regular communication with your graduate advisor.

A departmental case review by the Student Retention Committee (comprised of the program area core faculty) may occur if you:

- Are not making satisfactory academic progress or meeting the program or university standards
- Are noncompliant with Counseling Program Dispositions (of a serious, repetitive, or pervasive nature)
- Fail to meet the terms of the PDP (Professional Development Plan)

The Student Retention Committee may recommend a course of action which could range from requiring an additional Professional Development Plan (PDP), deferring admission to the program, denying admission to the program, dismissal from the program, or in some cases, no action may be taken.

For any questions or issues you have concerning this PDP, please contact your graduate program advisor. You may contest this PDP through an appeal to the Student Retention Committee if you so desire. See the *Counseling Programs Graduate Student Handbook* for more information.

PART A: Counseling faculty (or instructors) have identified specific concerns about your academics, professional skills, or professional counselor dispositions.

Area of Concern:

(To be completed by faculty or instructors- please refer to the Retention Policy in the Counseling Programs Graduate Student Handbook and the student's Graduate Student Review and Evaluation, and provide a written statement indicating areas of concern and clear examples of behaviors in violation of the Counseling Programs Retention Policy.)

PART B: In order for you to satisfactorily progress in the MSU Counseling Program, the department faculty is requiring that you meet the following conditions:

(To be completed by faculty advisor after meeting with student to discuss areas of concern.)

I understand the conditions of this document. Any breach of this agreement constitutes grounds for review by the Student Retention Committee or possible dismissal from the Counseling Program. I understand that I can contest this PDP through an appeal to the Student Retention Committee if so desired.

Student Date

Advisor/Faculty Date

Program Coordinator Date

Department Chair Date

PART C: Evaluation: The following is documentation evaluating your success in meeting the terms of this PDP.

(To be completed by the faculty advisor upon completion of the terms of the PDP.)

Advisor/Faculty Date

Program Coordinator Date

Department Chair Date

DISSERTATION PROPOSAL APPROVAL FORM

Tentative Dissertation Title:

COMMITTEE DECISION (check one of the following):

- Accepted proposal as presented.
- Accepted proposal with minor changes.
- Accepted dissertation topic as a legitimate area for study, but proposal needs major revision.
- Rejected proposal as unacceptable as an area of study for dissertation.

COMMITTEE COMMENTS:

Date of Meeting: _____

Signatures of Committee Members:

Major Professor

Committee Member

Committee Member

Committee Member

Committee Member

Graduate Coordinator

NOTE: Completed form to be attached to dissertation proposal and filed in student's folder in the Department of Counseling, Educational Psychology, and Foundations

XII. Appendix

Clinical Mental Health Counseling: Starkville Campus

Suggested Schedule for CMHC Master of Science Program

60 hours

Fall Semester

Year One	Year Two
COE 6903: Developmental Counseling & Mental Health	COE 8053: CMHC Practicum
COE 8023: Counseling Theory	COE 8303: Family Counseling Theory
COE 8703: Principles of Clinical Mental Health Counseling	COE 8803: Crisis Response in Counseling
COE 8083: Assessment Techniques in Counseling	COE 8063: Research Techniques for Counselors

Spring Semester

Year One	Year Two
COE 8013: Counseling Skills	COE 8730: CMHC Internship (6 hours)
COE 8633: Psychosocial Rehabilitation	COE Elective Course
COE 8203: Placement and Career Development	
COE 8073: Cultural Foundations	

Summer Semester

Year One	Year Two
COE 8043: Group Techniques & Procedures	COE Elective Course
COE 8773: Chemically Dependent Client OR COE 8783: Chemically Dependent Family	COE Elective Course
COE Elective Course	COE Elective Course
	Complete the CPCE (Masters Comps)

School Counseling: Starkville Campus

Suggested Schedule for School Counseling Master of Science Program

60 hours

Fall Semester

Year One	Year Two
COE 8063: Research Techniques for Counselors	COE 8053: School Counseling Practicum
COE 8023: Counseling Theory	COE 8303: Family Counseling Theory
COE 8703: Principles Mental Health Counseling	COE 8803: Crisis Response in Counseling
COE 8903: School Counseling Services	COE 6903: Developmental Counseling and Mental Health (if not previously taken)

Spring Semester

Year One	Year Two
COE 8013: Counseling Skills	COE 8730: School Counseling Internship (6 hours)
COE 8633: Psychosocial Rehabilitation	COE 8073: Cultural Foundations
COE 8203: Placement and Career Development	COE Elective Course
COE 8923: Seminar in School Counseling	

Summer Semester

Year One	Year Two
COE 8043: Group Techniques and Procedures	COE Elective Course
COE 8083: Assessment Techniques in Counseling	COE Elective Course
COE 6903: Developmental Counseling & Mental Health	COE Elective Course
COE Elective Course (Suggested: COE 8773: Counseling the Chemically Dependent Client)	Complete the CPCE (Masters Comps)

Rehabilitation Counseling: Starkville Campus

Suggested Schedule for Rehabilitation Counseling Master of Science Program
60 hours

Fall Semester

Year One	Year Two
COE 8023: Counseling Theory	COE 8053: Rehabilitation Practicum
COE 8373: Medical Aspects	COE 8303: Family Counseling Theory
COE 8703: Principles of Clinical Mental Health Counseling	COE 6903: Developmental Counseling & Mental Health
COE 8353: Vocational Rehabilitation Counseling	COE 8083: Assessment Techniques in Counseling

Spring Semester

COE 8013: Counseling Skills	COE 8730: Rehabilitation Counseling Internship (6 hours)
COE 8383: Job Placement in Rehabilitation	COE 8633: Psychosocial Rehabilitation
COE 8363: Psychological Aspects of Disability	COE 8063: Research Techniques for Counselors

Summer Semester

COE 8043: Group Techniques and Procedures	2 COE Electives
COE 6373: Vocational Assessment	Complete the CPCE (Masters Comps)
COE 8073: Cultural Foundations in Counseling	

Program Planning Guide for Dual Enrollment in M.S. and Ed.S.

School Counseling: Dual enrollment in M.S. and Ed. S.				
A maximum of 12 semester hours may be transferred from an accredited institution with faculty advisor's approval. A maximum of 18 hours can be shared between the master's and EdS degrees.		Student Name: Net ID: 9-digit ID:		
Course	Title	Hours	Semester Planned	Semester Completed
<i>Core Curriculum Courses (24 Hours)</i>				
COE 8083	Assessment Techniques in Counseling	3		
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3		
COE 8023	Counseling Theory	3		
COE 8203	Placement and Career Development	3		
COE 8043	Group Techniques/Procedures (Pre: COE 8013, 8023)	3		
COE 8063	Research Techniques for Counselors	3		
COE 6903	Developmental Counseling and Mental Health	3		
COE 8073	Cultural Foundations in Counseling	3		
COE 8303	Family Counseling Theory (Pre: COE 8023)	3		
COE 8633	Psychosocial Rehabilitation	3		
COE 8703	Principles of Clinical Mental Health Counseling	3		
<i>School Counseling Curriculum (9 Hours)</i>				
COE 8903	School Counseling Services	3		
COE 8923	Seminar in School Counseling (Pre: COE 8903)	3		
<i>AND select one (1) of the following Electives</i>				
COE 8913	Counseling Children OR	3		
EPY 6113	Principles of Behavior Analysis OR	3		

EPY 8253	Child & Adolescent Development & Psychopathology	3		
Field Experience (9 or 12 Hours) (Select the appropriate set of practicum/internship hours)				
*COE 8053	Practicum [100-hour] (Prereq: COE 8023, 8013, 8043, 8903)	3		
*COE 8730	Internship [600-hour] (Prerequisite: COE 8053) OR	6		
**COE 8150	Acad Yr. School Counseling Practicum [600 hours]	6		
**COE 8740	Acad Yr. School Counseling Internship [600]	6		
Suggested Electives (3-6 hours for M.S. and additional for Ed.S.)				
COE 8173	Counseling the Gifted Student	3		
COE 8183	Utilizing Art in Counselling	3		
COE 8363	Psychological Aspects of Disability	3		
COE 8373	Medical Aspects of Disability	3		
COE 8623	Advanced Law & Ethics	3		
COE 8803	Crisis Response in Counseling (Prereq: COE 8023)	3		
COE 8773	Counseling the Chemically Dependent Client	3		
COE 8783	Counseling the Chemically Dependent Family	3		
Other (must be approved by advisor prior to enrolling in course)		3		
Educational Specialist Requirements				
Statistics (4 Hours)				
EPY 6214	Ed. & Psych. Statistics (or equivalent stats course)	4		
Applied Research (3 or 6 Hours) - Specialist Project				
COE 7000	Directed Individual Study OR	3		
EPY 6113 or EPY 6103	Principles of Behavior Analysis or ABA for Techs	3		

* Students who hold a standard Educator License ** Students without a standard Educator License			
Denotes suggested shared credit between Master's and EdS			
EdS required class			

Suggested Schedule for **Dually Enrolled** Doctoral Program: Clinical Mental Health Counseling

Fall Semester				
Year One	Year Two	Year Three	Year Four	Year Five
COE 6903: Developmental Counseling & Mental Health	COE 8053: CMHC Practicum	EPY 6214: Educational and Psychological Statistics (or equivalent statistics course) Prerequisite	EPY 9213: Advanced Analysis in Educational Research	COE 9743 Advanced Doctoral Internship (600)
COE 8023: Counseling Theory	COE 8303: Family Counseling Theory	COE 9013 Counseling Supervision	COE 9073 Teaching and Scholarship in Counseling	COE 9083 Advanced Assessment Techniques for Counseling
COE 8703: Principles Mental Health Counseling	COE 8803: Crisis Response in Counseling	COE 9023 Advanced Counseling Theory	COE 9743 Advanced Doctoral Practicum	
COE 8083: Assessment Techniques in Counseling	COE 8063: Research Techniques for Counselors			

Spring Semester				
Year One	Year Two	Year Three	Year Four	Year Five
COE 8013: Counseling Skills	COE 8730: CMHC Internship (6 hours)	EPY 8214: Advanced Educational and Psychological Statistics (4)	COE 9750 Advanced Doctoral Internship (600)	Doctoral Comprehensive Examination
COE 8633: Psychosocial Rehabilitation	COE Elective Course	COE 9043 Advanced Group Work and Systems	EPY 8513 Psychometric Theory	COE 9000 Dissertation Research
COE 8203: Career Development and Placement		COE 9063 Leadership and Advocacy in Counseling	EDF 9373 Educational Research Design (3)	
COE 8073: Cultural Foundations				

Summer Semester				
Year One	Year Two	Year Three	Year Four	
COE 8043: Group Techniques and Procedures	COE Elective Course	COE 9053: Advanced Multicultural Counseling	Elective Course	COE 9000 Dissertation Research
COE 8773: Chemically Dependent Client OR	COE Elective Course	EDF 9453 Introduction to Qualitative Research in Education	Elective Course	
COE 8783: Chemically Dependent Family	COE Elective Course			
COE Elective Course	Complete the CPCE (Masters Comps)			

Revision of Curriculum of Doctor of Philosophy in Counseling (Clinical Mental Health)

Prerequisite Coursework in addition to CACREP Masters requirements (60 hours)

EPY 6214 Educational and Psychological Statistics (or equivalent statistics course) (4) &

COE 8063 Research Techniques for Counselors (3)

Required Research Core: (16 hours)

EPY 8214 Advanced Educational and Psychological Statistics (4) (CACREP Research & Scholarship)

EPY 9213 Advanced Analysis in Educational Research (3) (CACREP Research & Scholarship)

EDF 9453 Introduction to Qualitative Research in Education (3) (CACREP Research & Scholarship)

EPY 8513 Psychometric Theory (3) (CACREP Research & Scholarship)

EDF 9373 Educational Research Design (3) (CACREP Research & Scholarship)

Required Counseling Core: (21 hours)

COE 9013 Counseling Supervision (3) (CACREP Requirement---Supervision)

COE 9023 Advanced Counseling Theory (3) (CACREP Requirement---Counseling)

COE 9073 Teaching and Scholarship in Counseling (3) (CACREP Requirement---Teaching)

COE 9063 Leadership and Advocacy in Counseling (3) (CACREP Requirement—Leadership& Advocacy)

COE 9740 Advanced Doctoral Practicum (300hrs) (3) (CACREP Requirement—Doctoral Practicum)

COE 9750 Internship (600 clock hours) (6) (CACREP Requirement—Doctoral Internship)

COE 9000 Dissertation Research/ Dissertation in Counselor Education & Educational Psychology (20)

Approved Electives: (15 hours) Graduate coursework suggested by committee

COE 9033 Advanced Seminar 3 (Changing seminar focus)

COE 9043 Advanced Group Work and Systems 3

COE 9053 Advanced Multicultural Counseling 3

COE 9083 Advanced Assessment Techniques for Counseling 3

EDF 9443 Single-Subject Research Designs for Education

Other coursework at graduate level

Total hours: 72 hours

Suggested Schedule for **Regular Enrollment** Doctoral Program: Clinical Mental Health Counseling

Fall Semester		
Year One	Year Two	Year Three
EPY 6214: Educational and Psychological Statistics (or equivalent statistics course) Prerequisite	EPY 9213: Advanced Analysis in Educational Research	COE 9743 Advanced Doctoral Internship (600)
COE 9013 Counseling Supervision	COE 9073 Teaching and Scholarship in Counseling	COE 9083 Advanced Assessment Techniques for Counseling
COE 9023 Advanced Counseling Theory	COE 9743 Advanced Doctoral Practicum	Elective course

Spring Semester		
Year One	Year Two	Year Three
EPY 8214: Advanced Educational and Psychological Statistics (4)	COE 9750 Advanced Doctoral Internship (600)	Doctoral Comprehensive Examination
COE 9043 Advanced Group Work and Systems	EPY 8513 Psychometric Theory	COE 9000 Dissertation Research
COE 9063 Leadership and Advocacy in Counseling	EDF 9373 Educational Research Design (3)	

Summer Semester		
Year One	Year Two	Year Three
COE 9053: Advanced Multicultural Counseling	Elective Course	COE 9000 Dissertation Research
EDF 9453	Elective Course	

Introduction to Qualitative Research in Education		
Elective Course	Elective Course	

Revision of Curriculum of Doctor of Philosophy in Counseling (Clinical Mental Health)

Prerequisite Coursework in addition to CACREP Masters requirements (60 hours)

EPY 6214 Educational and Psychological Statistics (or equivalent statistics course) (4) &

COE 8063 Research Techniques for Counselors (3) (generally met in master's program)

Required Research Core: (16 hours)

EPY 8214 Advanced Educational and Psychological Statistics (4) (CACREP Research & Scholarship)

EPY 9213 Advanced Analysis in Educational Research (3) (CACREP Research & Scholarship)

EDF 9453 Introduction to Qualitative Research in Education (3) (CACREP Research & Scholarship)

EPY 8513 Psychometric Theory (3) (CACREP Research & Scholarship)

EDF 9373 Educational Research Design (3) (CACREP Research & Scholarship)

Required Counseling Core: (21 hours)

COE 9013 Counseling Supervision (3) (CACREP Requirement---Supervision)

COE 9023 Advanced Counseling Theory (3) (CACREP Requirement---Counseling)

COE 9073 Teaching and Scholarship in Counseling (3) (CACREP Requirement---Teaching)

COE 9063 Leadership and Advocacy in Counseling (3) (CACREP Requirement—Leadership & Advocacy)

COE 9740 Advanced Doctoral Practicum (300hrs) (3) (CACREP Requirement—Doctoral Practicum)

COE 9750 Internship (600 clock hours) (6) (CACREP Requirement—Doctoral Internship)

COE 9000 Dissertation Research/ Dissertation in Counselor Education & Educational Psychology (20)

Approved Electives: (15 hours) Graduate coursework suggested by committee

COE 9033 Advanced Seminar 3 (Changing seminar focus)

COE 9043 Advanced Group Work and Systems 3

COE 9053 Advanced Multicultural Counseling 3

COE 9083 Advanced Assessment Techniques for Counseling 3

EDF 9443 Single-Subject Research Designs for Education

Other coursework at graduate level

Total hours: 72 hours

ADDITIONAL FORMS

Other forms can be accessed by contacting the department's academic advisor or on the forms section of the Graduate School's website: <https://www.grad.msstate.edu/students/forms>