



MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF COUNSELING, HIGHER
EDUCATION LEADERSHIP, EDUCATIONAL
PSYCHOLOGY, AND FOUNDATIONS

Graduate Student Handbook

PROGRAMS IN COUNSELOR EDUCATION



Mississippi State University

Department of Counseling, Higher Education Leadership, Educational Psychology, & Foundations

175 President's Circle

Mailstop 9727 Mississippi State, MS 39762

<https://www.chef.msstate.edu/>

Last revised September 2025

Table of Contents

Welcome from the Department Head	6
Guidelines for Using This Handbook.....	6
I. General Information	7
A. <i>Departmental Mission Statement.....</i>	<i>7</i>
B. <i>Accreditations.....</i>	<i>7</i>
C. <i>Departmental Faculty and Staff.....</i>	<i>8</i>
D. <i>Counseling Programs Mission Statement.....</i>	<i>8</i>
E. <i>Goals and Objectives of the Counseling Masters Programs</i>	<i>8</i>
Program Goals	9
Masters' Specific Objectives	9
Specialty-Specific Objectives	10
Doctoral-Specific Objectives.....	10
Counseling Administrative Goals.....	11
<i>Academic Integrity & Honor Code.....</i>	<i>11</i>
F. <i>University Policies.....</i>	<i>12</i>
G. <i>Research Assignments.....</i>	<i>12</i>
H. <i>Additional Policies</i>	<i>12</i>
II. Admissions Information	12
A. <i>Graduate School Admission</i>	<i>12</i>
B. <i>Counseling Program Admission.....</i>	<i>12</i>
C. <i>Dual Admission Status for M.S. and Doctoral Programs.....</i>	<i>14</i>
D. <i>Provisional Admission.....</i>	<i>14</i>
E. <i>Switching Concentration Area-Starkville Campus Only</i>	<i>14</i>
F. <i>Orientation to the Department and Counseling Programs.....</i>	<i>14</i>
G. <i>Advisor Assignment.....</i>	<i>15</i>
III. Counseling Program Standards.....	15
A. <i>Academic Performance</i>	<i>15</i>
B. <i>Unsatisfactory Academic Performance.....</i>	<i>15</i>
C. <i>Academic Probation</i>	<i>16</i>
D. <i>Academic Dismissal and Appeal.....</i>	<i>16</i>
E. <i>Grade Appeal.....</i>	<i>16</i>
F. <i>Incomplete Grades (Grades of I)</i>	<i>16</i>
G. <i>Grade Point Average (GPA).....</i>	<i>16</i>
H. <i>"Gatekeeper" Courses in the Counseling Master's Program</i>	<i>16</i>

I. Course Retake Policy	17
J. Academic Progress	17
K. Non-academic Program Standards	17
IV. Program Retention, Remediation, & Dismissal Policies	18
A. Student Fitness and Performance Evaluation	18
B. Evidence of Professional Impairment.....	19
C. Professional Development Plan (PDP).....	21
D. Student Retention Committee Case Review.....	21
E. Dismissal from the Counseling Program	22
V. Financial Aid Information	23
A. Graduate Assistantships.....	23
B. Loans and Scholarships	23
VI. Scheduling and Course Information	23
A. Transfer Information	23
B. Prerequisites.....	24
C. Typical Course Load.....	24
D. Typical Course Load with Assistantship	24
E. Level of Hours on the Graduate Program of Study	25
F. Director Individual Study (DIS)	25
G. Special Topic Courses	25
H. Repeat Policy.....	25
I. Auditing a Course	25
J. Add/Drop Policy.....	25
K. Time Limit.....	25
L. Academic Residency.....	26
M. Withdrawing from the University	26
N. Readmission	26
O. Graduation	26
P. Endorsement of Graduates	26
VII. Professional Information.....	27
A. Associations.....	27
B. Research and Professional Development Activity.....	27
C. Licensure.....	28
1. Provisional-Licensed Professional Counselor (P-LPC)	28
2. Class AA Guidance Counselor	28

3. Class AAA Guidance Counselor	29
4. Class AAAA Guidance Counselor	29
5. Vocational Counselor Endorsement.....	29
D. Certification.....	30
1. Certified Rehabilitation Counselor	30
2. National Certified Counselor	30
3. Specialty Credentials	30
VIII. Master of Science (M.S) Degree Programs	31
A. Curriculum Requirements.....	31
A. Master's Comprehensive Review	35
IX. Educational Specialist Degree Program	36
A. Departmental Procedures & Policies.....	36
B. Coursework Requirements	36
1. Thesis (COE 8000).....	36
2. Directed Individual Study (COE 7000).....	37
C. Graduate Committee.....	37
D. Educational Specialist Comprehensive Examination.....	38
E. Curriculum Requirements.....	39
X. Doctoral Degree Program	41
A. Ph.D. Degrees Offered.....	41
B. Dual Enrollment.....	41
C. Cohort Model.....	41
D. Professional Requirement	42
E. Doctoral Program Curriculum Requirements.....	42
1. Minor Area Requirements (12 hours)	42
2. Focus Area Requirements (12 hours).....	43
F. Continuous Enrollment.....	44
G. Doctoral Graduate Committee.....	44
H. Program of Study	45
I. Changes to Program of Study.....	45
J. Admission to Candidacy	46
K. Doctoral Practicum and Internship	46
L. Doctoral Student Supervision of Master Students	46
M. Research Skills Requirements.....	46
N. Comprehensive Examination.....	48
O. Doctoral Minor in Counseling.....	51
P. Curriculum Requirements.....	51
XI. Forms and Required Paperwork.....	53

XII. Additional Form.....	64
XIII. Appendix.....	65

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

Clinical Mental Health Counseling, Rehabilitation Counseling, and
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.

Daniel Gadke

Professor, Department Head, and Associate Dean of Research

Department of Counseling, Educational Psychology, and Foundations

P.O. Box 9727

Mississippi State, MS 39762

Phone: 662-325-3426, Fax: 662-325-3263

<https://www.chef.msstate.edu>

Guidelines for Using This Handbook

The handbook includes comprehensive information on program policies and procedures, clinical requirements, forms requiring students' signatures (e.g., Informed Consent Agreement), and membership in professional organizations. 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 handbook 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 the Counseling Programs, it is important to reference the primary source for those policies to ensure 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>
- Starkville Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations Forms: <https://www.chef.msstate.edu/forms>
- Meridian Department of Counseling:
 - <https://www.meridian.msstate.edu/counselor-education-clinical-mental-health-counseling>
 - <https://www.meridian.msstate.edu/counselor-education-school-counseling>

I. General Information

A. Departmental Mission Statement

The mission of the Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations is to prepare students to function as a professional higher educational leader, 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.

B. Accreditations

The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is a member of the American Association of Colleges of Teacher Education (AACTE).

The school counseling program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The M.S. programs in counseling with specializations in clinical mental health counseling and school counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) until October 31, 2030. The M.S. rehabilitation counseling program is accredited by CACREP until 2025.

The doctoral-level Counselor Education and Supervision program is accredited by CACREP until October 31, 2030.

Graduate study in counseling offers preparation in counseling at three-degree levels.

- The Master of Science (M.S.) degree in Counselor Education with specializations in clinical mental health counseling, rehabilitation counseling, and school counseling.
- The Educational Specialist (Ed.S.) degree in Counselor Education.
- The Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision

Information concerning the counseling program accreditation can be found using the following link:

[https://www.cacrep.org/directory/?state=MS&dl=&pt_id=&keywords=&submitthis=.](https://www.cacrep.org/directory/?state=MS&dl=&pt_id=&keywords=&submitthis=)

C. Departmental Faculty and Staff

Information regarding the Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations faculty and staff can be found using the following link:
<https://www.chef.msstate.edu/>

D. 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, dispositions reflective of the profession, 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

E. Program Mission, Goals, Objectives and Key Performance Indicators (KPIs) of the Counseling Masters Programs

The Counseling Program's mission statement serves as the foundation for the development of program goals, objectives, and curriculum. Every student in the Counseling Program is expected to meet the program's common core, specialization area knowledge, and skill requirements. Opportunities for students to meet these requirements are embedded within academic coursework and supervised clinical experiences, including practicum and internship placements.

COE Program Goals:

- Faculty will recruit, retain, and graduate a varied population of students across all COE programs.
- Faculty will engage students in collaborative contributions through research and

activities in professional organizations that promote counselor professional identity.

- Graduates will demonstrate competence in theoretical knowledge, clinical skills, and dispositions reflective of the profession.
- Graduates will be satisfied with the program.

Master's (CMHC, SC, RC) Program Specific Objectives:

The program's learning objectives are aligned with the CACREP 2024 Standards and structured to prepare students for ethical, culturally responsive, and evidence-based counseling practice. Students will:

- Demonstrate knowledge and understanding of counselor professional roles, responsibilities, and ethical and legal practices.
- Demonstrate knowledge and understanding of and understanding of the influence of culture on the counseling
- Demonstrate knowledge and understanding of systemic, cultural, and environmental factors that affect human development and abilities across the lifespan.
- Demonstrate knowledge and skills in career development theories, models, assessment, and the use of technological resources.
- Demonstrate knowledge and skills in the application of counseling theories, strategies, and techniques to establish and maintain in-person and technology-assisted relationships.
- Demonstrate knowledge and understanding of group counseling dynamics and effective group leadership.
- Demonstrate knowledge of psychometric properties and the use of assessment data for diagnosis and treatment planning.
- Demonstrate knowledge and application of evidence-based counseling practices to inform client outcomes.
- Engage in social justice, advocacy, and culturally sustaining practices as a part of their professional counseling identity.

Master's (CMHC, SC, RC) Program Key Performance Indicators (KPIs)

The program's KPIs are used to directly measure student learning outcomes aligned with CACREP 2024 common core areas. These indicators provide a framework for assessing student competencies across coursework and clinical training:

Program Objective	CACREP Standard	Key Performance Indicator (KPI)
Professional Counseling Orientation and Ethical Practice	3.A.10	Students will demonstrate knowledge of counselor professional roles, responsibilities, and ethical standards, including applications across service modalities and specialized practice areas.
Social and Cultural Identities and Experiences	3.B.3	Students will demonstrate knowledge of multicultural, advocacy, and social justice practices addressing cultural identities, attitudes, values, and systemic barriers.

Lifespan Development	3.C.11	Students will demonstrate an understanding of systemic, cultural, and environmental factors influencing development, functioning, resilience, and wellness.
Career Development/Job Placement	3.D.5	Students will demonstrate knowledge of career development theories, assessment strategies, and technological resources.
Counseling Practice and Relationships	3.E.9, 3.E.10	Students will demonstrate effective interviewing, attending, listening skills, and counseling techniques to facilitate client change processes.
Group Counseling and Group Work	3.F.2, 3.F.4	Students will demonstrate understanding of group process dynamics and effective leadership in group counseling.
Assessment and Diagnostic Processes	3.G.4	Students will demonstrate knowledge of reliability, validity, and psychometric properties for ethical assessment use in counseling.
Research and Program Evaluation	3.H.2	Students will demonstrate the ability to identify and apply evidence-based research to inform counseling interventions and practices.
Social Justice, Advocacy, and Professional Identity	3.A.4	Students will engage in advocacy practices addressing systemic, institutional, and social barriers, aligned with their professional counseling identity.

COE Core Curriculum Integration and Assessment

Each KPI is intentionally embedded within core and specialty courses, practicum, and internship experiences. The curriculum is designed to ensure that students' progress from foundational knowledge acquisition to application in clinical practice, culminating in professional competence by program completion.

Specialty-Specific Objectives and KPIs

In addition to the program's common core objectives and KPIs, students enrolled in specialized tracks will meet specific learning outcomes tailored to their professional focus area. These specialty-specific objectives and KPIs are aligned with the CACREP 2024 Specialty Area Standards and measured through coursework, clinical experiences, and performance assessments.

→ Clinical Mental Health Counseling

Objective: Students will demonstrate skills, theory, application, diagnosing, clinical interviewing, biopsychosocial case conceptualization, mental health history, and psychological assessment for treatment planning and caseload management.

Objective	CACREP Standard	KPI Description
CMHC KPI 1	5.C.1	Students will demonstrate knowledge of etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental,

		behavioral, and neurodevelopmental disorders.
CMH CKPI 2	5.C.4	Students will demonstrate proficiency in intake interviewing, conducting mental status evaluations, compiling biopsychosocial and mental health histories, and administering psychological assessments for treatment planning and caseload management.

→ School Counseling

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

Objective	CACREP Standard	KPI Description
SC KPI 1	5.H.4	Students will demonstrate the ability to develop school counseling program mission statements and objectives that align with the academic, career, and personal/social development of students.

→ Rehabilitation Counseling

Objective: Students will demonstrate skills in applying evidence-based strategies to facilitate adjustment and adaptation to disability, and knowledge of career development and employment models to assist individuals with disabilities in achieving and sustaining competitive employment in integrated settings.

Objective	CACREP Standard	KPI Description
Rehab KPI 1	5.G.2	Students will demonstrate knowledge and application of strategies to enhance client adjustment and adaptation to disability.
Rehab KPI 2	5.G.10	Students will demonstrate understanding and application of career development and employment models to support individuals with disabilities in achieving and maintaining meaningful employment.

COE Specialty Curriculum Integration and Assessment

Specialization-specific KPIs are assessed through targeted coursework, supervised field experiences, and applied projects that reflect the distinct professional roles of clinical mental health counselors, school counselors, and rehabilitation counselors. These competencies are mapped within the program curriculum to ensure progression from knowledge acquisition to applied practice.

Doctoral Program Specific Objectives and KPIs:

The doctoral program in Counselor Education and Supervision prepares students to assume advanced roles as counselor educators, clinical supervisors, researchers, and leaders in the counseling profession. The program is designed to foster ethical, culturally competent, and evidence-based practices across all domains of counselor education and supervision. Doctoral students are expected to meet specialization-specific competencies aligned with CACREP 2024

Doctoral Standards, measured through advanced coursework, clinical supervision, research activities, and leadership experiences.

Doctoral Program Objectives

The program's learning objectives are aligned with the CACREP 2024 Standards and structured to prepare students for ethical, culturally responsive, and evidence-based counseling practice. Students will:

- Demonstrate knowledge and application of counseling theories and utilize ethically and culturally relevant skills to conceptualize clients from multiple theoretical perspectives.
- Understand and apply clinical supervision models in individual, triadic, and group supervision settings.
- Understand roles and responsibilities in counselor education and apply culturally relevant pedagogy and curriculum development skills in teaching.
- Utilize research skills for professional writing, conference proposals, dissertation writing, and related scholarly activities.
- Develop strategies for engaging in leadership, advocacy, and social justice initiatives that address client treatment and counseling practices.
- Engage in ethical and culturally competent counseling, supervision, teaching, research, leadership, and advocacy practices.
- Analyze and evaluate evidence-based counseling practices that inform counseling effectiveness.
- Demonstrate skills and strategies for formulating and leading group counseling processes.
- Assume leadership positions within counseling or related professional settings.
- Generate new knowledge for the profession through dissertation research in areas relevant to counseling practice, counselor education, and/or supervision.

Doctoral Program KPIs

The program's KPIs are used to directly measure student learning outcomes aligned with CACREP 2024 common core areas. These indicators provide a framework for assessing student competencies across coursework and clinical training:

Objective	CACREP Standard	KPI Description
Doctoral KPI 1	6. B. 1. c	(COUNSELING) Students will demonstrate knowledge of counseling theories and apply ethically and culturally relevant skills to conceptualization of clients from multiple theoretical perspectives.
Doctoral KPI 2:	6.B.2.d	(SUPERVISION) Students will describe theoretical frameworks and roles and relationships related to clinical supervision and apply skills of

		clinical supervision in individual, triadic or group supervision.
Doctoral KPI 3	6. B. 3. A And 6. B. 3. C	(TEACHING) Students will describe their knowledge of pedagogy and teaching methods relevant to counselor education and apply their understanding of curriculum delivery by engaging in a teaching demonstration
Doctoral KPI 4:	6. B. 4. H And 6. B. 4. I	(RESEARCH) Students will understand professional research, professional writing, and conference proposal preparation, and apply those skills to submit a manuscript for publication, a conference proposal, or related activity.
Doctoral KPI 5	6.B.5.j	(ADVOCACY) Students will discuss advocacy models and competencies and apply those skills to the development of an advocacy initiative.

Additional KPI:		
Ethical & Culturally Competent Practice	6.B.2.k, 6.B.3.k, 6.B.5.m, 6.B.1.f, 6.B.4.m	Students will engage in ethically and culturally competent counseling, clinical supervision, counselor preparation, research, teaching, leadership, and advocacy practices necessary for effective counseling outcomes.
Evaluation of Evidence-Based Practices	6.B.1.d	Students will analyze and evaluate evidence-based counseling practices that inform counseling effectiveness across multiple settings, contexts, and service delivery modalities.
Group Counseling & Group Work	6.B.2.g	Students will demonstrate skills and strategies for formulating groups and facilitating group work for effective counseling outcomes.
Dissertation Research	6.A.2.a	Students will generate new knowledge through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.
Leadership in Counseling	6.A.2.f	Students will develop skills and strategies necessary for assuming leadership positions in counseling and related professional areas.

COE Administrative Goals:

- To maintain accreditation standards for all relevant accreditation bodies (e.g., CACREP, CAEP).
- 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 counseling programs.
- 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 the employment of program graduates.

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 of 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 (artificial intelligence, websites, course hero, etc.);
- Submission by a student of any course materials or activities, not their 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 a such submission for another; and
- Using the ideas, organization, or words of others, whether from a book, article, paper, artificially generated, 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>

F. University Policies

"The Mississippi State University Syllabus contains all policies and procedures that are applicable to every course on campus and online. The policies in the University Syllabus describe the official policies of the University and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The University Syllabus may be accessed at any time on the Provost website under Faculty and Student Resources and at:" <https://www.provost.msstate.edu/faculty-student-resources/university-syllabus>

G. 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.

H. 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 Graduate School admissions process. A student who desires consideration for admission to graduate study can find information at the following link .

B. Counseling Program Admission

Masters: Students applying for admission into the master's programs in counseling must submit completed applications no later than the following dates:

Starkville: March 1 for consideration for the following fall semester.

Meridian: Dec 1 for consideration for the following spring semester

May 15 for consideration for the following summer semester.

August 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. Satisfactory Graduate Record Examination (GRE) scores (verbal, quantitative, and analytic writing) may be submitted but are not required.

Additionally, applicants are required to provide official transcripts, a personal statement describing their interest in the program, career plans, competency with technology and three professional letters of recommendation from individuals familiar with their education, skills, abilities, and character.

Further information may be obtained from the Graduate School Bulletin at <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 program in Counseling must apply no later than February 1 for consideration for the following fall semester.

Application materials must include the following: 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 vitae, and a personal statement of purpose. As part of the admissions process, prospective doctoral applicants are required to do the following:

- Participate in an interview conducted by faculty in the applicant's concentration area;
- Participate in interviews conducted by the counseling program faculty, interested faculty, and currently enrolled doctoral students; and

The counseling faculty reviews prospective doctoral applicants. Students must hold a master's degree from a CACREP-accredited program in counselor education or meet CACREP curriculum requirements for doctoral studies. The faculty evaluates the prospective doctoral applicant based on the following: (a) academic aptitude for doctoral-level studies, (b) previous professional or related experiences, (c) verbal and written communication skills, (d) potential for professional leadership, and (e) multicultural competence.

After the committee's deliberations, a recommendation is made for acceptance or denial and sent directly to the Graduate School, who informs students of their status. All students are given a faculty advisor at the time of acceptance into the program. Further information can be found in the *Graduate Catalog* <http://www.catalog.msstate.edu/graduate/colleges-degree-programs/education/counseling-education-psychology/#text>

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 determined by the program faculty.

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/admissions-information/admissionstatus/#provisionaladmissiontext>.

E. Switching Concentration Area-Starkville Campus Only

Students are admitted to the degree program/concentration they requested. A student desiring to switch to a different degree program/concentration must apply to the new degree program/concentration during the next admission cycle. There is no guarantee of admission to the new program/concentration. Students are expected to communicate with their faculty advisor for additional guidance.

F. Orientation to the Department and Counseling Programs

- A New Student Orientation session for all incoming students is conducted in August before the fall semester begins; all new students are required to attend the Orientation. Students are informed about the date, time, and place of the meeting before it is held.

- The sessions include information presented by the department head and faculty in each specialty area information include the following: introduction of faculty, mission statement, introduction to the program, program requirements, advising, “Gatekeeper” courses, field experiences, expectations and responsibilities, technical requirements, policies and other resources, counselor professional dispositions, opportunities, and professional development. In addition, students sign paperwork such as the Counselor Professional Dispositions Statement, the Informed Consent Agreement Form, the Honor Code Verification, the Handbook Review Verification, and the ACA Code of Ethics Verification.

G. Advisor Assignment

Student advise assignment is based on equity, student interest, and input from all program faculty. Each new student who enrolls in the department is assigned to a faculty advisor. Doctoral students may switch advisors by communicating with the intended new advisor and getting their agreement to serve as their major professor. In most circumstances, the advisor is the student’s dissertation director. After doctoral students have applied for comprehensive exams, they may not 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 their personal and professional characteristics (dispositions) 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. The 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

PhD

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 six credit hours of C grades; failure of the signature assignment or comprehensive exam ; 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 signature assignment or comprehensive examination, receive an unsatisfactory evaluation of a 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.

Masters

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 six credit hours of C grades; failure of a signature assignment; or any other failure of a required component of one's graduate program.

Students who fail the signature assignment or receive an unsatisfactory review of the portfolio, 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 link: <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 and spring) following the term in which the grade is assigned. For more information regarding grade appeals, students need to use the following link: <https://www.policies.msstate.edu/policy/1314>.

F. Incomplete Grades (Grades of I)

A grade of "I" (Incomplete) may be submitted instead of a final grade when the student, because of illness, death in their immediate family, or similar circumstances beyond their 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. Only work missed during the emergency, for which the incomplete was granted, may be made up. 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.

Students with an active grade of "I" are not eligible to sit for comprehensive exams or apply for graduation.

G. Grade Point Average (GPA)

Graduate students must have a graduate grade point average (GPA) of 3.00 to be awarded any graduate degree. No exceptions to this policy are granted by the Graduate School.

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 8053/8153: Practicum
- COE 8730/8740: Internship

A standard rubric, the Comprehensive Disposition Review Form, is designed to assess students’ academic performance and dispositions in these courses.

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-text>.

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.

K. Non-academic Program Standards

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:

- To be committed to personal growth and professional development;
- To be concerned about other people;
- To demonstrate emotional and mental fitness in their interactions with others;
- To be able to receive and give constructive feedback; and

- To use the skills and techniques that are generally accepted by others in the professional fields.

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. 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 can be found in section XI of this handbook.

IV. Program Retention, Remediation, & Dismissal Policies

During the new student orientation session held in August of the new 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). Students are added to a Canvas Online Portal where forms are located. Students are instructed to complete these tasks in the Canvas course including Signing the Counselor Professional Dispositions Statement, the Informed Consent Agreement Form, the Honor Code verification, the Handbook Review Verification, the ACA Code of Ethics Verification, and completing the Student Information Form.

Students’ signatures on these forms serve as official documentation that they have read and understood 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 outlined 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 students’ fitness and performance on an ongoing basis and conduct systematic evaluative reviews of students’ fitness and performance. At key stages of the student’s 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:

1. Graduate Student Systematic Review and Evaluation

Program faculty review all students' academic performance, skills, and professional dispositions at the end of each semester (fall and spring). Faculty members use the Graduate Student Review and Evaluation Form for the purpose of this review. The form can be found in Section XI 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 must sign their evaluation review form. This usually occurs during the first week of the semester following 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 report from the Graduate School of unsatisfactory grades (C and below) in any class;
- MSU Counseling Program Counselor Professional Dispositions statement and rubric for each student under review; and
- MSU Counseling Program Professional Development Plans are 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.

2. Review of Gatekeeping Classes

All students enrolled in any of the “gatekeeping” courses are evaluated using the Comprehensive Disposition Review Form. Additionally, faculty members who teach the “gatekeeping” courses will submit any grades below “B” in these courses to the program coordinators.

B. Evidence of Professional Impairment

On occasion, departmental faculty members raise significant questions about 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 to fulfill the counseling program's professional responsibility to protect the profession and 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 before remediation or dismissal; (3) the 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, unsuccessful comprehensive exam 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 fails 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 unsuccessful. 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 student's progress and provide an update on 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. Regarding student retention, section F addresses ongoing evaluation and appraisal. As faculty members become aware of student limitations that might impede performance, they then have a responsibility to remediate and if deemed necessary, 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 to schedule a review of the student's case by the Student Retention Committee (Made up of counseling program coordinators and an outside faculty member).
 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 before the review. The student will be allowed to meet with the committee to present his/her case. The meeting is open only to the members of the Student Retention Committee, the students, and those individuals considered to have relevant information and who are approved by the committee chair.

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

E. Dispositions Review Form

First-Year Student Dispositions Evaluation Form Counseling Program | Mississippi State University

Instructions:

- Sections 1-3 are to be completed by the student and returned to their evaluator (faculty/instructor, advisor, etc.) by the assigned deadline associated with the first-year gatekeeper course listed on this form.
- Upon receiving Sections 1-3, the evaluator will complete the evaluation (Section 4, signatures) and return to the student with any feedback or a professional development plan (PDP) if applicable.
- Students and evaluators: please review any additional guidance/instructions provided within the included Sections (1-4).

First Year Student Dispositions

Disposition Domain	First-Year (Academic Focus)
Responsibilities	Demonstrates preparedness, and follow-through on course related expectations. Takes initiative to complete tasks and adheres to program policies with developing independence.
Communication	Engages in professional, respectful, and inclusive communication with peers, faculty, and others. Demonstrates developing clarity in written and verbal expression and shows effort to practice active listening.
Interpersonal Skills	Works collaboratively with others, contributes to a positive learning environment, and demonstrates empathy and respect in interactions. Practices appropriate boundaries and is open to feedback in group and dyadic settings.
Self-Management	Demonstrates emotional regulation, flexibility, and the ability to manage feedback or stress in a professional setting. Begins to recognize and apply strategies to support academic, clinical, and professional growth.
Ethics and Professionalism	

Section 1: Student and Evaluator Information

Student Name: _____

Name of Evaluator:
(include highest degree
earned/credentials) _____

Evaluator Role:	Faculty/Instructor	Advisor	Other (please describe):
Evaluated Course:	COE 8023: Counseling Theory	COE 8013: Counseling Skills	COE 8043: Group Techniques
Evaluation Period:	Fall 20 ____	Spring 20 ____	Summer 20 ____
Specialty Area:	CMHC	School	Rehabilitation

Evaluator Signature

Date

Section 2: Student Self-Assessment

Instructions: Select (X) the items that best describe your current development in each applicable disposition domain(s) based on the course you are currently enrolled in. Only mark (X) domains that correspond to your current semester/course (identified in Section 1).

Student Self-Assessment Table

Disposition Domain(s)	COE 8023		COE 8013		COE 8043	
	I am progressing as expected.	I need support.	I am progressing as expected.	I need support.	I am progressing as expected.	I need support.
Responsibilities: Demonstrates preparedness, and follow-through on course related expectations. Takes initiative to complete tasks and adheres to program policies with developing independence.						
Communication: Engages in professional, respectful, and inclusive communication with peers, faculty, and others. Demonstrates developing clarity in written and verbal expression and shows effort to practice active listening.						
Interpersonal Skills: Works collaboratively with others, contributes to a positive learning environment, and demonstrates empathy and respect in interactions. Practices appropriate boundaries and is open to feedback in group and dyadic settings.						
Self-Management: Demonstrates emotional regulation, flexibility, and the ability to manage feedback or stress in a professional setting. Begins to recognize and apply strategies to support academic, clinical, and professional growth.						

Section 3: Student Reflection

Instructions: Reflecting on your academic and pre-clinical growth in the program thus far, please respond to the following prompts with 2-4 sentences each. Your responses should reflect your growth across the entire semester within the identified course (COE 8023, COE 8013, COE 8043).

1. **What is one area where you feel proud of your growth this semester (academically, professionally, personally)?**
2. **What is one area where you hope to continue growing or developing in your journey as a counselor-in-training?**
3. **Is there anything you would your instructor know to better support your development?**

Student Signature

Date

Section 4: Evaluator

Instructions: Select the box that best describes the student's current development in each applicable domain for your identified course. (COE 8023: Responsibilities, Communication; COE 8013: Responsibilities, Communication, Interpersonal Skills; COE 8043: All listed domains).

Evaluator Assessment Table

Disposition Domain(s)	COE 80 ____
-----------------------	-------------

	Meets expectations	Does not meet expectations	Not rated this semester
Responsibilities: Demonstrates preparedness, and follow-through on course related expectations. Takes initiative to complete tasks and adheres to program policies with developing independence.			
Communication: Engages in professional, respectful, and inclusive communication with peers, faculty, and others. Demonstrates developing clarity in written and verbal expression and shows effort to practice active listening.			
Interpersonal Skills: Works collaboratively with others, contributes to a positive learning environment, and demonstrates empathy and respect in interactions. Practices appropriate boundaries and is open to feedback in group and dyadic settings.			
Self-Management: Demonstrates emotional regulation, flexibility, and the ability to manage feedback or stress in a professional setting. Begins to recognize and apply strategies to support academic, clinical, and professional growth.			

Unacceptable Conduct:

I observed unacceptable, or concerning, attitudes or behaviors that may require additional documentation and/or a PDP.

Second-Year Student Dispositions Evaluation Form

Counseling Program | Mississippi State University

Instructions:

- Sections 1-3 are to be completed by the student and returned to their faculty supervisor (practicum or internship instructor) or site supervisor.
- Upon receiving Sections 1-3, the evaluator will complete the evaluation (Section 4, signatures) and return to the student with any feedback or a professional development plan (PDP) if applicable.
- Students and evaluators: please review any additional guidance/instructions provided within the included Sections (1-4).

Second-Year Student Dispositions

Disposition Domain	Second-Year (Clinical Focus)
Responsibilities	Consistently fulfills clinical and academic responsibilities, manages caseload or site duties effectively, and demonstrates reliability in supervision and documentation.
Communication	Communicates clearly and professionally with clients, peers, supervisors, and site staff. Adapts verbal and written communication for counseling contexts and with developmental considerations.
Interpersonal Skills	Builds therapeutic rapport, maintains appropriate boundaries, and navigates interpersonal dynamics within clinical and interdisciplinary teams. Responds to feedback with professionalism.
Self-Management	Maintains professional composure in clinical situations. Balances academic, clinical, and professional demands while engaging in supervision and self-care consistently.
Ethics and Professionalism	Applies Codes of Ethics and site policies in practice. Upholds confidentiality, documentation standards, and ethical decision-making in clinical work.
Self-Reflection	Demonstrates awareness of personal strengths, growth areas, and the impact of one's actions on others. Engages in thoughtful self-evaluation and uses feedback to improve performance, decision-making, and professional identity as a counselor.

Section 1: Student and Evaluator Information

Student Name:

Name of Evaluator:

(include highest degree earned/credentials)

Evaluator Role:

Faculty Supervisor

Site Supervisor

Other (please describe):

Evaluated Course:

COE 8053: Practicum

COE 8730/8740: Internship

Other (please describe):

Evaluation Period:

Fall 20__

Spring 20__

Summer 20__

Specialty Area:

CMHC

School

Rehabilitation

Evaluator Signature

Date

Section 2: Student Self-Assessment

Instructions: Select (X) the items that best describe your current development in each applicable disposition domain(s) based on the course you are currently enrolled in. Ensure you specify which course you are describing in the table by filling in the "COE 80__" blank below, matching what is documented in Section 1.

Student Self-Assessment Table

Disposition Domain(s)	COE 80 ____		
	I am demonstrating advanced professional development	I am progressing appropriately	I need support in this area
Responsibilities: Consistently fulfills clinical and academic responsibilities, manages caseload or site duties effectively, and demonstrates reliability in supervision and documentation.			
Communication: Communicates clearly and professionally with clients, peers, supervisors, and site staff. Adapts verbal and written communication for counseling contexts and with developmental considerations.			
Interpersonal Skills: Builds therapeutic rapport, maintains appropriate boundaries, and navigates interpersonal dynamics within clinical and interdisciplinary teams. Responds to feedback with professionalism.			
Self-Management: Maintains professional composure in clinical situations. Balances academic, clinical, and professional demands while engaging in supervision and self-care consistently.			
Ethics and Professionalism: Applies Codes of Ethics and site policies in practice. Upholds confidentiality, documentation standards, and ethical decision-making in clinical work.			
Self-Reflection: Demonstrates awareness of personal strengths, growth areas, and the impact of one's actions on others. Engages in thoughtful self-evaluation and uses feedback to improve performance, decision-making, and professional identity as a counselor.			

Section 3: Student Reflection

Instructions: Reflecting on your academic and clinical training in the program, please respond to the following prompts with 2-4 sentences each. Your responses should reflect your growth across the entire semester within the identified practicum or internship course, using data reported in Section 2 as your guide.

1. Describe a moment this semester when you felt successful or confident in your clinical role. What contributed to that experience?
2. What is one skill, habit, or area that you hope to continue strengthening as you progress across your training (or prepare for post-graduate employment)?
3. Have you experienced any challenges this semester (personal, academic, or professional) that impacted your development as a counselor-in-training?
4. What kind of feedback, support, or learning experiences would help you further your growth as a counselor?

Section 4: Evaluator

Instructions: Select the box(es) that best describe the student's current development in each applicable domain for your identified course (Practicum, Internship).

Disposition Domain(s)	COE 80 ____			
	Advanced	Progressing	Area of Concern	Not Observed
Responsibilities: Consistently fulfills clinical and academic responsibilities, manages caseload or site duties effectively, and demonstrates reliability in supervision and documentation.				
Communication: Communicates clearly and professionally with clients, peers, supervisors, and site staff. Adapts verbal and written communication for counseling contexts and with developmental considerations.				
Interpersonal Skills: Builds therapeutic rapport, maintains appropriate boundaries, and navigates interpersonal dynamics within clinical and interdisciplinary teams. Responds to feedback with professionalism.				
Self-Management: Maintains professional composure in clinical situations. Balances academic, clinical, and professional demands while engaging in supervision and self-care consistently.				
Ethics and Professionalism: Applies Codes of Ethics and site policies in practice. Upholds confidentiality, documentation standards, and ethical decision-making in clinical work.				
Self-Reflection: Demonstrates awareness of personal strengths, growth areas, and the impact of one's actions on others. Engages in thoughtful self-evaluation and uses feedback to improve performance, decision-making, and professional identity as a counselor.				

Unacceptable Conduct:

I observed unacceptable, or concerning, attitudes or behaviors that may require additional documentation and/or a PDP.

F. 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

A. 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.

B. 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 <https://www.sfa.msstate.edu/> for more information.

Below is a list of available scholarships. Students can access these scholarships at

- <https://msstate.academicworks.com/>
- <https://www.grad.msstate.edu/future-students/funding-tuition/additional-funding-opportunities>

G. Yarborough and J Dietz Scholarship Fund
Robert Adam Erk Endowed
Ralph, Marian & Pamela Erk Endowed
Rehab Inc.
Dr. Robert Richard Erk Memorial Endowed Scholarship
Warren Housley Endowed
Jess and Grace Yarbrough Memorial

VI. Scheduling and Course Information

A. Transfer Information

Masters: Master's 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 8053: Practicum and COE 8730: Internship) must be completed at Mississippi State University.

Doctoral: At the doctoral level, transfer credit cannot exceed 50% of the coursework requirement. Thesis/Dissertation research credit hours cannot be transferred unless there is a memorandum of understanding (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>.

B. Prerequisites

The faculty advisor will determine when course prerequisites are satisfied.

C. 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).

D. 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 (9-13 hours) 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 audit status. Further, the nine-hour course load may not be composed of undergraduate courses unless the course is a program prerequisite. In such a 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 must 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/>.

E. Level of Hours on the Graduate Program of Study

Masters: 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.

Doctoral: 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.

F. Director Individual Study (DIS)

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

G. Special Topic Courses

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

H. Repeat Policy

With the approval of the program graduate coordinator and the Graduate School, 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/#courseretakehtml>.

I. 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 audit approval 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/#audithtml>.

J. 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/#adddrophtml>.

K. Time Limit

Masters: 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 with a minimum (9 -12 hours) of six semesters

including summers.

Doctoral: 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.

L. Academic Residency

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

M. Withdrawing from the University

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

N. 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.*

O. 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%20>.

P. Endorsement of Graduates

Graduates of the Department of Counseling, Educational Psychology, and Foundations are endorsed in only those program areas for which they have been prepared through course work and clinical field-based experiences. 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

A. 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
- Association for Child and Adolescent Counseling <https://acachild.org/>
- Association for Creativity in Counseling <https://www.creativecounselor.org/>
- Association for Counselor Education and Supervision <https://acesonline.net/>
- Association for Humanistic Counseling <https://www.humanisticcounseling.org/>
- Association for Spiritual, Ethical, and Religious Values in Counseling <https://aservic.org/>
- Association for Specialists in Group Work <https://asgw.org/>
- <https://www.counseling-csj.org/>
- International Association of Addictions and Offender Counselor <https://www.iaaocounselors.org/>
- International Association of Marriage and Family Counselors <https://www.iamfconline.org/>
- Southern Association for Counselor Education and Supervision <http://www.saces.org/>
- Mississippi Counseling Association <https://mica.memberclicks.net>
- Mississippi State Board of Examiners for Licensed Professional Counselor <https://www.lpc.ms.gov/>
- National Counselor Examination <https://www.nbcc.org/exams/nce>
- National Rehabilitation Counseling Association www.nrca-net.org
- National Rehabilitation Association <https://www.nationalrehab.org/>
- National Council on Rehabilitation Education <https://ncrc.org/>
- American Congress on Rehabilitation Medicine <https://acrm.org/>

B. Research and Professional Development Activity

Students have opportunities to be involved in local, national, and international presentations as well as publications. Students have been involved in individual and community advocacy initiatives and are a part of a very active campus Chi Sigma Iota Chapter. Chi Sigma Iota (<https://www.csi-net.org/>) “is an international honor society that values academic and professional excellence in counseling.” To become a member, students must have a GPA of at least 3.5 and have completed at least 9 hours of graduate coursework in the counseling program. <https://msstate.campuslabs.com/engage/organization/csj-msu>) “is a collaborative of counseling graduate students and counselor edu) “is a collaborative of counseling graduate students and counselor educators who seek to promote social justice through supporting the equity and empowerment of all people.” It welcomes any individual willing to work to “combat oppression and marginalization and to create a more just and equitable world through education, advocacy, and philanthropy.”

C. Licensure

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

Completion of the CACREP accredited 60-hour Master of Science degree in counseling from the Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations makes a graduate eligible to apply for the Provisional Licensed Professional Counselor (P-LPC) credential. For more complete information follow this link: <https://www.lpc.ms.gov/>.

2. Class AA Guidance Counselor

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

- COE 8013: Counseling Skills Development
- COE 8023: Counseling Theory
- COE 8043: Group Techniques and Procedures
- COE 8073: Cultural Foundations in Counseling
- COE 8203: Placement & Career Development
- COE 8903: School Counseling Services
- COE 8923: Seminar in School Counseling
- COE 8083 Assessment Techniques in Counseling
- COE 8063: Research Techniques for Counselors
- COE 8303: Family Counseling Theory
- COE 8633: Psychosocial Rehabilitation
- COE 6903: Developmental Counseling and Mental Health
- COE 8703: Principles of Clinical Mental Health
- COE 8913: Counseling Children OR
- EPY 6113: Behavioral and Cognitive Behavioral Interventions
- OR**
- EPY 8253 Child & Adolescent Development & Psychopathology
- Approved Electives

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:
 - COE 8053 Practicum (100 contact hours)
 - COE 8730 Internship

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:
 - COE 8150 Academic School Year Supervised Field Experience I -
 - COE 8740 Academic School Year Supervised Field Experience II - Internship

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>.

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

3. 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):
 - COE 8303 Family Counseling Theory (Prerequisite: COE 8023)
 - COE 8633 Psychosocial Rehabilitation
 - COE 8913 Counseling Children
 - EPY 6113 Behavioral and Cognitive Behavioral Interventions
 - EPY 8253 Child & Adolescent Development & Psychopathology

4. 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

5. 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

D. Certification

1. 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.crccertification.com

2. 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-master's experience. Detailed information about the requirements for the National Certified Counselor (www.nbcc.org/) may be found at:

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

3. Specialty Credentials

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

- The National Certified School Counselor (NCSC) (<https://www.nbcc.org/certification/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.
- The Certified Clinical Mental Health Counselor (CCMHC) (<https://www.nbcc.org/certification/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.
- The Master Addictions Counselor (MAC) (<https://www.nbcc.org/certification/mac>) specialty credential is for counselors who specialize in the field of addictions.

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

The M. S. in Counseling degree with specializations in clinical mental health counseling, rehabilitation counseling, and school counseling is designed to be completed over the course of 60 credit hours (typically a minimum of six semesters including summers) with an enrollment of 9-12 credit hours during 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 enrollment in these courses. Failure to follow course sequencing or enrollment in prerequisites will cause delays in graduate study— sometimes as much as a year. The following listings are offered on the Starkville (Main) Campus or via Online Education (Rehabilitation Counseling Program).

A. Curriculum Requirements

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

Course	Title	Hour
Counseling Prerequisites and Core Coursework (33 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques and Procedures (Prerequisites: 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 8073	Cultural Foundations in Counseling	3
COE 8083	Assessment Techniques in Counseling	3
COE 8203	Placement and Career Development	3

COE 8730	Clinical Mental Health Counseling Internship (600 hours) (Prerequisite: COE 8053)	6
----------	---	---

Total Hours 33

Specialized Coursework (15 Hours)

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
COE 8783	Counseling the Chemically Dependent Family	3
COE 8803	Crisis Response in Counseling	3

Total Hours 15

Elective Coursework (9 hours of coursework with COE Prefix) (12 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 Affectional Orientations and Expressions	3
3COE 8183	Utilizing Art and Art Therapy in Counseling	3
COE 8913	Counseling Children	3

Total Hours 12

Program Total Hours 60

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

Course	Title	Hour
Counseling Prerequisites and Core Coursework (42-45 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques and Procedures (Prerequisites: COE 8013, 8023)	3
COE 8053	*Practicum - 100 hours (Prerequisites: COE 8013, 8023, 8043, 8903, COE 8083) OR	3
COE 8150	**Academic Year-Long School Counseling Program- 600 Hours (Prerequisites: COE 8013, 8023, 8043, 8903, COE 8083)	6
COE 8063	Research Techniques for Counselors	3
COE 8073	Cultural Foundations in Counseling	3
COE 8083	Assessment Techniques 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 8730	*Internship- (Prerequisite: COE 8053) OR	6
COE 8740		6
Total Hours		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 Hours		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 8623	Advanced Legal and Ethical Issues in Counseling	3
COE 8773	Counseling the Chemically Dependent Client	3
COE 8783	Counseling the Chemically Dependent Family	3
COE 8803	Crisis Response in Counseling	3
Total Hours	If 45 credit hours of Prerequisite and Core Courses are taken, students will take 6 hours of electives.	6-9
Program Total Hours		60-63

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

Master of Science in Counselor Education – Rehabilitation Counseling (60 hours)

Course	Title	Hour
Counseling Prerequisites and Core Coursework (39 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques and Procedures (Prerequisites: COE 8013, 8023)	3
COE 8053	Rehabilitation Counseling Practicum (100 hours)	3
COE 8063	Research Techniques for Counselors	3
COE 8073	Cultural Foundations in Counseling	3
COE 8083	Assessment Techniques 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 8730	Rehabilitation Counseling Internship (600 hours)	6
Total Hours		39

Specialized Coursework (15 Hours)

COE 6373	Vocational Assessment of Special Needs Persons	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 Hours 15

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 Affectional Orientations and Expressions	3

Total Hours 6

Program Total Hours 60

A. Graduate Committee

The graduate committee for the M.S. degree will be composed of at least two members. Program coordinators (school, mental health, and rehabilitation) will provide a list to assigned program faculty who will communicate with their assigned student(s), providing questions and resources related to the masters student comprehensive examination

B. Masters Student Comprehensive Examination

A comprehensive written examination is required of all M.S. counseling program degree candidates. A supplementary oral examination may also be required, depending upon the student's performance on the written examination.

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. Additional details (assigned questions, page limit, time frame, faculty review committee) for the individual counseling student will be provided as they enter their final semester by their assigned committee member(s).

2. Policies and Procedure:

The written examination is formulated by the student's committee members. Generally, the professional counseling portfolio will include:

- A personal essay detailing the student's professional counseling identity from its inception to the present day.
- A series of informed (peer-review, cited) responses on questions from the following eight CACREP common core areas:
 - (1) professional counseling orientation and ethical practice,
 - (2) social and cultural identities and experiences,
 - (3) lifespan development,
 - (4) career development,
 - (5) counseling practice and relationships,
 - (6) group counseling and group work,
 - (7) assessment and diagnostic processes, and
 - (8) research and program evaluation.
- Additionally, students are required to complete personal prospectus on future goals as a professional counselor and plan to achieve a five-year plan of development.

Students are expected to submit a complete, organized portfolio. Graduate-level writing, following APA 7th formatting is required of all submissions. 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, (b) general knowledge and training (including use of oral and/or written English), and (c) professional organization using required formatting. The thesis or special problem will not be covered in 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 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 three 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.

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 coursework. Satisfactory Graduate Record Examination (GRE) scores not older than five years may be submitted but are not required. 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 coursework in school counseling.

B. Coursework Requirements

Students who completed a master's degree from a non-CACREP accredited program will be reviewed for equivalency. Eighteen (18) of these master's 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.

Eighteen (18) credits from a student's Master's program at MSU will be allowed to be shared with the Educational Specialist degree.

Students are required to take EPY 6214 Ed./Psy. Statistics (or equivalent statistics course).

Students must complete research in school counseling and have the option to do it as a thesis or a directed individual study.

1. Thesis (COE 8000):

- Six (6) hours credit, a 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 their 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 the deadline for submitting theses and dissertations to the library.

2. Directed Individual Study (COE 7000):

- Three (3) hours credit, a 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 review editorial changes with the committee. The committee votes pass/fail. The 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 coursework 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 comprehensive written 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 in 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 three 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.

E. Curriculum Requirements

School Counseling Ed.S.

(Total Program Hours = 30 Above Master's Degree)

The courses in *Italics* are required beyond the master's degree

Course	Title	Hours
Counseling Prerequisites and Core Coursework (18 Hours)		
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques and Procedures (Prerequisites: COE 8013, 8023)	3
COE 8063	Research Techniques for Counselors	3
COE 8083	Assessment Techniques in Counseling	3
COE 8203	Placement and Career Development	3
Total Hours		18
School Counseling Coursework (12 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8073	Cultural Foundations in Counseling	3
COE 8903	School Counseling Services	3
COE 8923	Seminar in School Counseling	3
Total Hours		12
Restricted Electives (9 Hours)		
Three of the following:		
COE 8303	Family Counseling Theory	3
COE 8633	Psychosocial Rehabilitation	3

COE 8913	Counseling Children	3
EPY 6113	Principles of Behavior Analysis	3
EPY 8253	Child & Adolescent Development & Psychopathology	3

Total Hours 9

Statistics (4 Hours)

EPY 6214	<i>Educational Psychology Statistics (or equivalent statistics course)</i>	4
----------	--	---

Total Hours 4

Applied Research (3 or 6 Hours) - Specialist Project

COE 7000	<i>Directed Individual Study OR</i>	3
----------	-------------------------------------	---

COE 8000	<i>Research/Thesis</i>	6
----------	------------------------	---

Total Hours 3 or 6

Field Experience (9 or 12 Hours)

COE 8053	Practicum (Prerequisites: COE 8023, 8013, 8043, 8903, 8083) OR	3
----------	---	---

COE 8150		6
----------	--	---

COE 8730	Internship (Prerequisite: COE 8053) OR	6
----------	---	---

COE 8740		
----------	--	--

Total Hours 9 or 12

Electives beyond Masters

EPY 6103	<i>ABA for Behavior Technicians</i>	3
----------	-------------------------------------	---

EPY 6113	<i>Principles of Behavior Analysis OR</i>	3
----------	---	---

EPY 8253	<i>Child Development</i>	3
----------	--------------------------	---

Suggested Courses Shared for Dual Credit (M.S. & Ed.S.)

COE 8303	Family Counseling Theory	3
----------	--------------------------	---

COE 8633	Psychosocial Rehabilitation	3
----------	-----------------------------	---

COE 8703	Principles of Clinical Mental Health Counseling	3
----------	---	---

COE 8903	School Counseling Services	3
----------	----------------------------	---

COE 8913	Counseling Children	3
----------	---------------------	---

COE 8923	Seminar in School Counseling	3
----------	------------------------------	---

X. Doctoral Degree Program

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 specialization in clinical mental health counseling, rehabilitation counseling, or school counseling. The Counselor Education and Supervision program is accredited by CACREP until October 31, 2030.

Students in the doctoral program in Counselor Education and Supervision 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 pursuing full-time studies in the Ph.D. program in Counselor Education and Supervision. Satisfactory Graduate Record Examination (GRE) scores not older than five years may be submitted but are not required.

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 to apply 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 a Ph.D. in counseling, and who have experience in the field working as a counselor or therapist.

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 pursuing full-time studies in the Ph.D. program in Counselor Education and Supervision. Satisfactory Graduate Record Examination (GRE) scores not older than five years may be submitted but are not required.

D. Professional Requirement

Students are required to demonstrate a professional commitment to the field of counseling and should attempt to make full use of their graduate experience. This commitment may be demonstrated by field experiences and internships; membership in professional organizations; and 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 activities such as workshops and in-service training.

E. Doctoral Program Curriculum Requirements

The doctoral program in counseling at Mississippi State University builds upon the knowledge, skills, and work experiences students have acquired in counseling or counseling-related fields and prepares them to become highly competent practitioners, faculty researchers and scholars, administrators, leaders in the profession, and excellent teachers and clinical supervisors. The program's design and training philosophy is based on the scientist-practitioner model and emphasizes critical thinking skills, the integration of theory with practice, experiential learning, scholarly research, advocacy, and cultural awareness and activities, and professional identity and leadership roles.

The program is a focused, developmental sequence of advanced coursework that includes a counseling core, a minor area or focus area or additional course work, elective courses, practicum and internship, extensive research and statistics, passing written and oral doctoral comprehensive exams, and succession planning and defending the dissertation. Counseling core coursework includes advanced studies emphasizing theory, clinical supervision, multicultural competencies, assessment and appraisal, teaching, advocacy, leadership, ethics, consultation, research skills development, and critical thinking. Doctoral students also complete 12 hours of coursework in either a minor area, focus area, or additional course work from any academic department in the university offering graduate coursework with a prefix different from the COE program emphasis. This gives doctoral students the opportunity to benefit from a broad array of theory, practice, and research in fields related to counseling. Regular admitted doctoral students must complete 900 hours of practicum and internship experiences in a setting appropriate to their program concentration area. Dual enrolled doctoral students with limited clinical skills must complete 1500 hours of practicum and internship experiences in a setting appropriate to their program area.

The coursework 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 counseling, rehabilitation counseling, and school counseling. If a student is missing any coursework that normally is completed as part of a CACREP-approved master's degree, the missing coursework will be incorporated into doctoral studies.

1. Minor Area Requirements (12 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 the approval of the student's major professor; the 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.

Coursework 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 hours)

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. Coursework 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.

Goals:

- Provide students with a broad range of knowledge and uphold the academic rigor of the doctoral program.
- Provide students with the breadth of knowledge to successfully compete in a competitive job market as well as reach their professional goals.
- Allow the doctoral committee to apply for 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.

Procedures:

- Students will meet with their major professor to identify a focus area.
- 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 the student's doctoral committee.
- The focus area professor may not be a member of the departmental counseling faculty at MSU.
- The focus area will consist of a minimum of 12 graduate hours.
- The student must have a minimum 3.0 GPA in focus area courses.
- The student may demonstrate proficiency in the focus area by:

- delivering a presentation about the application of knowledge gained from the focus area to a symposium of departmental faculty and students OR
- passing a focus area examination (oral or written, administered and evaluated by the focus area professor).
- The student will not be allowed to take departmental written comprehensive preliminary exams until proficiency in the focus area is demonstrated.

3. Additional Course Work Requirements (12 hours)

If the student elects not to complete a minor area or focus area, the student is required to take 12 hours of additional coursework to satisfy this requirement.

F. Continuous Enrollment

After admission to the doctoral program 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 graduate school. To be continuously enrolled, the student must enroll in at least one credit hour in two of the three-semester terms with the fall semester required (add spring or summer). The doctoral student must complete the degree program within five 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 doctoral graduate committee facilitates 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 is able to provide assistance in the 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 ensures that the research attempted contributes to the field of counseling.

The doctoral graduate committee for students in the doctor of philosophy counselor education and supervision 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 considers 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 envisioned 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 are not permitted 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 his/her 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 form.

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 Coordinator's office.

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 is 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 Practicum and Internship

All regular admission doctoral students in counseling must complete one 300-hour doctoral practicum and one 600-hour doctoral internship. Dual enrolled students must complete a 300-hour practicum and two 600-hour doctoral internships. 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 (<https://www.cep.msstate.edu/forms>) for more information.

L. Doctoral Student Supervision of Master Students

As part of their professional development and skill acquisition, all regular enrolled doctoral students are required to supervise at least two master's students enrolled in COE 8013 Counseling Skills Development or COE 8053 Clinical Mental Health Counseling Practicum each semester the courses are offered. The doctoral student must have completed COE 9013 Counseling Supervision before engaging in supervision experiences. Doctoral supervisors are not required to provide supervision during the semester in which they are taking the comprehensive exam or completing their dissertation.

M. Research Skills Requirements

All doctoral students in Counselor Education and Supervision must satisfy two research skill requirements to be certified as proficient in applying 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.

Research Skill 1

1. Completion of course work:

- **Prerequisite Coursework in Addition to CACREP Master's Requirements:**
EPY 6214: Educational and Psychological Statistics (or equivalent statistic course)
COE 8063: Research Techniques for Counselors (or master's degree equivalent)
 - Completing five of the required research and statistics courses at MSU (see list of courses below)
- Ph.D. Degree Required Research and Statistic Courses:**
- EPY 8214: Advanced Educational & Psychological Statistics

- EPY 8513: Psychometric Theory
- EPY 9213: Multivariate Advanced Analysis in Educational Research
- EDF 9373: Educational Research Design
- EDF 9453: Introduction to Qualitative Research in Education
- Having a cumulative GPA of 3.40 on coursework in research and statistics; and
- Having completed research/statistics course work not taken at Mississippi State University within six years before completing the Doctoral Research Skill Requirements.

OR

2. Completion of a planned research project with your major professor:

- Demonstrate competency in the application of research and statistical skills by completing a planned quantitative or qualitative research project that must be approved by the student's major professor and doctoral committee; and
- 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

Research Skills 2

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

- 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
- 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.

N. Comprehensive Examination

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 counseling foundations and the student's specialty area. Content areas include:

- Theories and practices of counseling, career development, group work, and consultation;
- Theories and practices of counseling supervision;
- Instructional theory and methods in counselor education;
- Pedagogy and practices relevant to current social and cultural issues advocacy, , leadership, and empowerment;
- Quantitative research and methodology, including univariate, multivariate, and single-subject design;
- Qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- Models and methods of assessment and use of data;
- Ethical and legal considerations in counselor education and supervision; and
- 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 9740: 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 their 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 three months before 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. 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 before 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 5 CACREP doctoral areas:

1. Counseling
2. Supervision
3. Teaching
4. Research and scholarship
5. Leadership and advocacy

The counseling committee members should be asked to participate in the 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 consists 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 Graduate School. The student is responsible for coordinating and scheduling 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 doctoral program.

3. Oral Preliminary Examination (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 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.

O. 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 coursework 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 incorporated in the doctoral minor by the minor professor based on their evaluation of the degree program, the student's current knowledge of the field, and the age of the coursework. 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.

P. Curriculum Requirements

(Clinical Mental Health, Rehabilitation, & School Counseling)

Course	Title	Hours
Prerequisite Coursework in Addition to CACREP Master's Requirement		
EPY 6214	Educational and Psychological Statistics (or equivalent statistic course)	4
COE 8063	Research Techniques for Counselors (met in master's program)	3
Total Hours for Research Core (16 hours)		
EPY 8214	Intermediate Ed & Psych Statistics (Prerequisite: EPY 6214)	4
EPY 8513	Psychometric Theory	3
EPY 9213	Multivariate Analysis in Educational Research	3
EDF 9373	Educational Research Design	3
EDF 9453	Introduction to Qualitative Research in Education	3
Total Hours		16
Total Hours for Counseling Core (21-27 hours)		
COE 9013	Counseling Supervision	3
COE 9023	Advanced Counseling Theory	3
COE 9063	Leadership and Advocacy in Counseling	3
COE 9073	Teaching in Counseling	3
COE 9740	Advanced Doctoral Practicum (300 clock hours)	3
COE 9750	Internship I (600 clock hours)	6
COE 9750	Internship II (600 clock hours; additional internship required for non-LPC students)	6
Total Hours		21-27
Total Hours for Dissertation Hours (20 hours)		
COE 9000	Research/Dissertation in Counselor Education & Educational Psychology	20
Total Hours		20
Total Hours for Approved Electives (9 hours)		
COE 9043	Advanced Group Work and Systems	3
COE 9053	Advanced Multicultural Counseling	3
COE 9083	Advanced Assessment Techniques for Counseling	3
Suggested Additional Electives (6 hours)		
COE 9033	Advanced Seminar	3
EDF 9443	Single Subject Research Designs for Education	3

Total Hours	15
Total Hours for Minor Area /Focus Area/Additional Course Work (12 hours)	
Ph.D. students can choose either a minor area, focus area, or 12 additional hours of course work	12
Total Hours	12
For addition information about the Ph.D. degree in counseling see the <i>Graduate Student Handbook</i> .	
Program Total Hours	84-90

XI. Forms and Required Paperwork

DEPARTMENT OF COUNSELING, HIGHER EDUCATION LEADERSHIP, EDUCATIONAL PSYCHOLOGY, AND FOUNDATIONS

Informed Consent Agreement

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

The course content and experiential activities involved in the programs offered by the Department of Counseling, Higher Education Leadership, Educational Psychology, and 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, Higher Education Leadership, Educational Psychology, and 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, Higher Education Leadership, Educational Psychology, and 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 of Student: _____ Date: _____

DEPARTMENT OF COUNSELING, HIGHER EDUCATION LEADERSHIP,
EDUCATIONAL PSYCHOLOGY AND
FOUNDATIONS

Dispositions

The forms are attached within this section. There is one dedicated to first and second year students. These forms are also made available in an online format via the CHEF Online Portal 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; , 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: _

First-Year Student Dispositions Evaluation Form

Counseling Program | Mississippi State University

Instructions:

- Sections 1-3 are to be completed by the student and returned to their evaluator (faculty/instructor, advisor, etc.) by the assigned deadline associated with the first-year gatekeeper course listed on this form.
- Upon receiving Sections 1-3, the evaluator will complete the evaluation (Section 4, signatures) and return to the student with any feedback or a professional development plan (PDP) if applicable.

- Students and evaluators: please review any additional guidance/instructions provided within the included Sections (1-4).

First Year Student Dispositions

Disposition Domain	First-Year (Academic Focus)
Responsibilities	Demonstrates preparedness, and follow-through on course related expectations. Takes initiative to complete tasks and adheres to program policies with developing independence.
Communication	Engages in professional, respectful, and inclusive communication with peers, faculty, and others. Demonstrates developing clarity in written and verbal expression and shows effort to practice active listening.
Interpersonal Skills	Works collaboratively with others, contributes to a positive learning environment, and demonstrates empathy and respect in interactions. Practices appropriate boundaries and is open to feedback in group and dyadic settings.
Self-Management	Demonstrates emotional regulation, flexibility, and the ability to manage feedback or stress in a professional setting. Begins to recognize and apply strategies to support academic, clinical, and professional growth.
Ethics and Professionalism	
Self-Reflection	

Section 1: Student and Evaluator Information

Student Name: _____

Name of Evaluator:
(include highest degree
earned/credentials) _____

Evaluator Role: Faculty/Instructor

Advisor

Other (please
describe):

Evaluated Course: COE 8023: Counseling Theory

COE 8013:
Counseling Skills

COE 8043: Group
Techniques

Evaluation Period: Fall 20____

Spring 20____

Summer 20____

Specialty Area: CMHC

School

Rehabilitation

Evaluator Signature

Date

DEPARTMENT OF COUNSELING, HIGHER EDUCATION LEADERSHIP,
EDUCATIONAL PSYCHOLOGY AND
FOUNDATIONS

Student Name: _____ Student ID: _____

Counseling Specialty: Clinical Mental Health _____ Rehab _____ School _____

Degree: Master's _____ Specialist _____ Ph.D. _____

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 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 gatekeeping 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, please list course(s): _____

Dispositions	Unacceptable	Acceptable	Target
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; , 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 multicultural 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.			
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.

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY, & FOUNDATIONS
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 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:**_____

	Does Not Meet Expectations (1)	Meet Expectations (2)	Exceeds Expectations (3)
Responsibilities			
Present, punctual, and prepared for classes and field experiences			
Complete assignments in a timely manner			
Cooperate positively with faculty, staff, and peers			
Knows and follows guidelines in course syllabi, university, and department handbooks			
Exhibits dress and grooming appropriate for the setting			
Self-directed and accept responsibility			
Engages in self-care behaviors			
Accepts Responsibilities			
Communication			
Uses appropriate language			
Demonstrates ability to speak and write with clarity			
Uses Standard English in writing and speaking			
Practices active listening			
Interpersonal Skills			
Shows courtesy and respect for students, faculty, and staff			
Works collaboratively with others			
Avoids disparaging or critical remarks			
Establishes positive rapport and appropriate relationships			
Shows sensitivity to others			
Is nonjudgmental and open minded			
Supportive and encouraging			
Professional Characteristics			
Positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful			
Respects individual differences			
Shows initiative and creativity			
Committed to the holistic development of students/clients			
Possess multicultural counseling competencies			
Dedicated to promoting 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			
Self-Management			

Exhibits self-control and reacts appropriately under stress			
Flexible and adapts to changes			
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			
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 ethical/policies/law as pertaining to the university, department, fieldwork site, and profession			
Self-Reflection			
Engages in problem solving and self-evaluation			
Continually seeks to improve self-awareness			
Reflects on decisions made concerning clients/students			
Accepts constructive feedback in a positive manner			
Uses feedback to make improvements			
Strives for personal and professional growth			
Total Score			

DEPARTMENT OF COUNSELING, HIGHER EDUCATION LEADERSHIP,
EDUCATIONAL PSYCHOLOGY, & FOUNDATIONS
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 non-compliant 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: _____

DEPARTMENT OF COUNSELING, HIGHER EDUCATION LEADERSHIP,
EDUCATIONAL PSYCHOLOGY, & FOUNDATIONS

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. Additional Form

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>

- Request to Change Program Status_
https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Request%20to%20Change%20Program%20Status_1.pdf
- Committee Request_
https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Committee_Request_Form_2.pdf
- Request for Change of Committee Member (s)_
https://www.educ.msstate.edu/files/comm_req_chg.pdf
- Request to Retake a Course_
https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Request_to_Retake_a_Course.pdf
- Transfer Approval_
https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Transfer_Approval_Form.pdf
- Recommendation for Dismissal_
https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Recommendation_for_Dismissal_0.pdf
- Report of Examination Results / Candidacy_
https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Report_of_Examination_Results_and_Admission_to_Candidacy_2.pdf
- 2025 Graduation Checklist – Doctoral_
<https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Summer%202022%20Doctoral%20Checklist.pdf>
- 2025 Graduation Checklist – Masters_
<https://www.grad.msstate.edu/sites/www.grad.msstate.edu/files/inline-files/Summer%202022%20Masters%20Checklist.pdf>
- Graduate Program of Study_
https://www.educ.msstate.edu/files/grad_prog_study.pdf

XIII. Appendix

Clinical Mental Health Counseling: Starkville Campus
Suggested Schedule for CMHC Master of Science Program
60 hours

Year 1		
Fall	Spring	Summer
COE 6903: Developmental Counseling & Mental Health	COE 8013: Counseling Skills	COE 8043: Group Techniques and Procedures
COE 8023: Counseling Theory	COE 8073: Cultural Foundations in Counseling	COE 8773: Chemically Dependent Client OR
COE 8083: Assessment Techniques in Counseling	COE 8203: Career Development and Placement	COE 8783: Chemically Dependent Family
COE 8703: Principles Mental Health Counseling	COE 8633: Psychosocial Rehabilitation	COE Elective Course
Year 2		
Fall	Spring	Summer
COE 8053: CMHC Practicum	COE 8730: CMHC Internship (6 hours)	COE Elective Course
COE 8063: Research Techniques for Counselors	COE Elective Course	COE Elective Course
COE 8303: Family Counseling Theory	Complete Master's Comps	
COE 8803: Crisis Response in Counseling		

School Counseling: Starkville Campus

Suggested Schedule for School Counseling Master of Science Program

60 hours

Year 1		
Fall	Spring	Summer
COE 8063: Research Techniques for Counselors	COE 8013: Counseling Skills	COE 6903: Developmental Counseling & Mental Health
COE 8023: Counseling Theory	COE 8203: Placement and Career Development	COE 8043: Group Techniques and Procedures
COE 8703: Principles of Clinical Mental Health Counseling	COE 8633: Psychosocial Rehabilitation	COE 8083: Assessment Techniques in Counseling
COE 8903: School Counseling Services	COE 8923: Seminar in School Counseling	COE 8773: Counseling the Chemically Dependent Client OR COE 8783: Counseling the Chemically Dependent Family (Suggested COE Elective Course)
Year 2		
Fall	Spring	Summer
COE 6903: Developmental Counseling and Mental Health (if not previously taken)	COE 8073: Cultural Foundations in Counseling	COE Elective Course
COE 8053: School Counseling Practicum	COE 8730: School Counseling Internship (6 hours)	
COE 8303: Family Counseling Theory	COE Elective Course	
COE 8803: Crisis Response in Counseling (Suggested COE Elective Course)	Complete Master's Comps	

Rehabilitation Counseling: Starkville Campus

Suggested Schedule for Full-Time Rehabilitation Counseling Master of
Science Program 60 hours

Year 1		
Fall	Spring	Summer
COE 8023: Counseling Theory	COE 8013: Counseling Skills	COE 6373: Vocational Assessment
COE 8353: Vocational Rehabilitation Counseling	COE 8363: Psychological Aspects of Disability	COE 8043: Group Techniques and Procedures
COE 8373: Medical Aspects	COE 8383: Job Placement in Rehabilitation	COE 8073: Cultural Foundations in Counseling
COE 8703: Principles of Clinical Mental Health Counseling	COE 8063: Research Techniques for Counselors	
Year 2		
Fall	Spring	Summer
COE 6903: Developmental Counseling & Mental Health	COE 8633: Psychosocial Rehabilitation	COE Elective
COE 8053: Rehabilitation Practicum	Option 1 -COE 8730: Rehabilitation Counseling Internship (6 hours)	COE Elective
COE 8083: Assessment Techniques in Counseling	Option 2 - COE 8730: Rehabilitation Counseling Internship (3 hours)	Option 2 – COE 8730: Rehabilitation Counseling Internship (3 hours)
COE 8303: Family Counseling Theory	Complete Master's Comps	

Suggested Schedule for Part-Time Rehabilitation Counseling Master of
Science Program 60 hours

Year1		
Fall	Spring	Summer
COE 8023: Counseling Theory	COE 8013: Counseling Skills	COE 6373: Vocational Assessment
COE 8353: Vocational Rehabilitation Counseling	COE 8363: Psychological Aspects of Disability	COE 8043: Group Techniques and Procedures
Year2		
Fall	Spring	Summer
COE 8373: Medical Aspects of Disability	COE 8633: Psychosocial Rehabilitation	COE 8073: Cultural Foundations in Counseling
COE 8703: Principles of Clinical Mental Health Counseling	COE 8063: Research Techniques for Counselors	COE Elective
COE 8083: Assessment Techniques in Counseling	COE 8383: Job Placement in Rehabilitation	
Year 3		
Fall	Spring	Summer
COE 8053: Rehabilitation Practicum	Option 1 -COE 8730: Rehabilitation Counseling Internship (6 hours)	COE Elective
COE 6903: Developmental Counseling and Mental Health	Option 2 - COE 8730: Rehabilitation Counseling Internship (3 hours)	Option 2 – COE 8730: Rehabilitation Counseling Internship (3 hours)
COE 8303: Family Counseling Theory	Complete Master's Comps	

School Counseling: Starkville Campus

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 Ed.S. degrees.		Student Name: Net ID: 9-digit ID:	
Course Title	Hours	Semester Planned	Semester Completed
Core Curriculum Courses (24 Hours)			
<i>COE 6903: Developmental Counseling and Mental Health</i>	3		
COE 8013: Counseling Skills Development (Prerequisite: COE 8023)	3		
COE 8023: Counseling Theory	3		
<i>COE 8043: Group Techniques/Procedures (Prerequisites: COE 8013, 8023)</i>	3		
<i>COE 8063: Research Techniques for Counselors</i>	3		
COE 8073: Cultural Foundations in Counseling	3		
COE 8083: Assessment Techniques 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		
School Counseling Curriculum (9 Hours)			
<i>COE 8903: School Counseling Services</i>	3		
<i>COE 8923: Seminar in School Counseling (Prerequisite: COE 8903)</i>	3		
AND select one (1) of the following Electives			
EPY 6113: Principles of Behavior Analysis OR	3		
<u>EPY 8253: Child & Adolescent Development & Psychopathology</u> OR	3		
COE 8913: Counseling Children	3		

Field Experience (9 or 12 Hours) (Select the appropriate set of practicum/internship hours)			
*COE 8053: Practicum [100-hour] (Prerequisites: COE 8023, 8013, 8043, 8903)	3		
	3		
*COE 8730: Internship [600-hour] (Prerequisite: COE 8053) OR	3		
**			
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 8773: Counseling the Chemically Dependent Client	3		
COE 8783: Counseling the Chemically Dependent Family	3		
COE 8803: Crisis Response in Counseling (Prerequisite: COE 8023)	3		
Other (must be approved by advisor prior to enrolling in course)	3		
Educational Specialist Requirements Statistics (4 Hours)			
<u>EPY 6214: Ed. & Psych. Statistics (or equivalent stats course)</u>	4		
Applied Research (3 or 6 Hours) - Specialist Project			
<u>COE 7000: Directed Individual Study OR</u>	3		
<u>EPY 6113 or EPY 6103: Principles of Behavior Analysis or ABA for Techs</u>	3		
* Students who hold a standard Educator License			
** Students without a standard Educator License			
<i>Denotes suggested shared credit between Master's and EdS</i>			
<u>Ed.S. required class</u>			

Counseling Education and Supervision
Suggested Schedule for **Dually Enrolled** Doctoral Program
(Clinical Mental Health)

Year 1		
Fall	Spring	Summer
COE 6903: Developmental Counseling & Mental Health	COE 8013: Counseling Skills	COE 8043: Group Techniques and Procedures
COE 8023: Counseling Theory	COE 8073: Cultural Foundations in Counseling	COE 8773: Chemically Dependent Client OR
COE 8083: Assessment Techniques in Counseling	COE 8203: Career Development and Placement	COE 8783: Chemically Dependent Family
COE 8703: Principles Mental Health Counseling	COE 8633: Psychosocial Rehabilitation	COE Elective Course
Year 2		
Fall	Spring	Summer
COE 8053: CMHC Practicum	COE 8730: CMHC Internship (6 hours)	COE Elective Course
COE 8063: Research Techniques for Counselors	COE Elective Course	COE Elective Course
COE 8303: Family Counseling Theory		Complete the (Masters Comps)
COE 8803: Crisis Response in Counseling		
Year 3		
Fall	Spring	Summer
EPY 6214: Educational and Psychological Statistics (Or equivalent statistics course) Prerequisite	EPY 8214: Advanced Educational & Psychological Statistics (4)	COE 9053: Advanced Multicultural Counseling (Approved Elective Course)
COE 9013: Counseling Supervision	COE 9043 Advanced Group Work and Systems (Approved Elective Course)	EDF 9453 Introduction to Qualitative Research in Education
COE 9023: Advanced Counseling Theory	COE 9063: Leadership and Advocacy in Counseling	
Year 4		
Fall	Spring	Summer
COE 9073: Teaching and Scholarship in Counseling	EPY 8513 Psychometric Theory	Minor Area Course Work

COE 9743: Advanced Doctoral Practicum	EDF 9373: Educational Research Design (3)	COE Elective Course
EPY 9213: Advanced Analysis in Educational Research	COE 9750: Advanced Doctoral Internship (600)	COE Elective Course
Minor Area Course Work	Minor Area Course Work	
Year 5		
Fall	Spring	Summer
COE 9083: Advanced Assessment Techniques for Counseling (Approved Electives Course)	Doctoral Comprehensive Examination	COE 9000: Dissertation Research
COE 9750: Advanced Doctoral Internship (600) (Additional internship required for non-LPC students)	COE 9000: Dissertation Research	
Minor Area Course Work		

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

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

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

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

Required Counseling Core: (21 -27 hours)

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

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

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

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

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

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

COE 9750 Internship (600 clock hours; additional internship required for non-LPC students) (6) (CACREP Requirement - Doctoral Internship)

Dissertation Hours: (20 hours)

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

Approved Electives: (9 hours)

Graduate coursework suggested by the committee.

COE 9043 Advanced Group Work and Systems (3)

COE 9053 Advanced Multicultural Counseling (3)

COE 9083 Advanced Assessment Techniques for Counseling (3)

Suggested Additional Electives: (6 hours)

COE 9033 Advanced Seminar (3)

EDF 9443 Single-Subject Research Designs for Education

Other coursework at the graduate level

Minor Area /Focus Area/Additional Course Work (12 hours)

Ph.D. students can choose either a minor area, focus area, or 12 additional hours of coursework.

Total hours: 84-90 hours

Counseling Education and Supervision

Suggested Schedule for Doctoral Program

(Clinical Mental Health, Rehabilitation, & School Counseling)

Year 1		
Fall	Spring	Summer
EPY 6214: Educational and Psychological Statistics (Or equivalent statistics course) Prerequisite	EPY 8214: Advanced Educational & Psychological Statistics (4)	COE 9053: Advanced Multicultural Counseling (Approved Elective Course)
COE 9013: Counseling Supervision	COE 9043 Advanced Group Work and Systems (Approved Elective Course)	EDF 9453 Introduction to Qualitative Research in Education
COE 9023: Advanced Counseling Theory	COE 9063: Leadership and Advocacy in Counseling	
Year 2		
Fall	Spring	Summer
COE 9073: Teaching and Scholarship in Counseling	EPY 8513 Psychometric Theory	Minor Area Course Work
EPY 9213: Advanced Analysis in Educational Research	EDF 9373: Educational Research Design (3)	COE Elective Course
COE 9743: Advanced Doctoral Practicum	COE 9750: Advanced Doctoral Internship (600)	COE Elective Course
Minor Area Course Work	Minor Area Course Work	
Year 3		
Fall	Spring	Summer
COE 9083: Advanced Assessment Techniques for Counseling (Approved Electives Course)	Doctoral Comprehensive Examination	COE 9000: Dissertation Research
COE 9750: Advanced Doctoral Internship (600) (Additional internship required for non-LPC students)	COE 9000: Dissertation Research	
Minor Area Course Work		

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

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

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

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

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

Required Counseling Core: (21 -27 hours)

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

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

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

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

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

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

COE 9750 Internship (600 clock hours; additional internship required for non-LPC students) (6) (CACREP Requirement - Doctoral Internship)

Dissertation Hours: (20 hours)

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

Approved Electives: (9 hours)

Graduate coursework suggested by the committee.

COE 9043 Advanced Group Work and Systems (3)

COE 9053 Advanced Multicultural Counseling (3)

COE 9083 Advanced Assessment Techniques for Counseling (3)

Suggested Additional Electives: (6 hours)

COE 9033 Advanced Seminar (3)

EDF 9443 Single-Subject Research Designs for Education

Other coursework at the graduate level

Minor Area /Focus Area/Additional Course Work (12 hours)

Ph.D. students can choose either a minor area, focus area, or 12 additional hours of coursework.

Total hours: 84-90 hours