



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

2018-2019

GRADUATE STUDENT HANDBOOK

Programs in Counselor Education



Mississippi State University

**Department of Counseling, Educational Psychology,
and Foundations**

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<http://cep.msstate.edu/>

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

**Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling**

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

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

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GUIDELINES FOR USING THIS HANDBOOK

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

List of important resources:

Graduate Bulletin: <http://catalog.msstate.edu/graduate/>

Graduate School Forms: <http://www.grad.msstate.edu/forms/>

Academic Calendar: http://www.grad.msstate.edu/academic_calendar/

The Student Honor Code Office: <http://www.honorcode.msstate.edu>

Department of Counseling, Educational Psychology, and Foundations Forms:
<http://www.cep.msstate.edu/forms/>

I. GENERAL INFORMATION

A. Departmental Mission Statement

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

B. Degrees Offered

At the graduate level, the department offers masters, specialist, and doctoral degrees in counseling, educational psychology, and school psychology. Masters and doctoral degrees in counseling are available in three concentrations (a) Clinical Mental Health Counseling, (b) Rehabilitation Counseling, and (c) School Counseling. An educational specialist degree is available in school counseling.

A master's degree is available in general educational psychology or in school psychometry. A doctoral degree is available in general educational psychology or in school psychology. Further information can be accessed at the department's website at <http://cep.msstate.edu/>.

C. Counseling Programs Mission Statement

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

D. Objectives of the Counseling Programs

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

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

1. Counseling Core Objectives

- Students will demonstrate current theoretical knowledge in the eight core areas of counseling and development.
- Students will become consumers of the current professional literature in counseling and development.
- Students will understand how to utilize empirically supported research findings, assessment tools, and program evaluation data to inform professional practice.
- Students will successfully demonstrate clinical skills and interventions necessary for competent professional practice.
- Students will apply knowledge of diverse populations to effective multicultural counseling practice.
- Students will demonstrate knowledge in a specialized area of study.

2. Concentration Areas Objectives

a. Clinical Mental Health Counseling Objectives

- Students will
 - understand the history, philosophy, trends and current professional issues unique to clinical mental health counseling.
 - identify with the clinical mental health professional orientation through an understanding of the roles, functions, ethical standards, credentialing, licensure, and professional organizations associated with clinical mental health counselors.
 - develop a basic comprehension of the principles of mental health and ranges of services delivery in clinical mental health counseling.
 - investigate and develop models of mental health program funding, policy development, and evaluation.
 - understand and utilize models of needs assessment, program design and implementation, and program evaluation to determine the effectiveness of clinical mental health counseling interventions and systems.
 - integrate knowledge of the organizational structure and components of a comprehensive clinical mental health agency and other clinical mental health practice settings with fieldwork experience.
 - identify evidence based research and apply it to clinical diagnosis, case conceptualization and treatment planning strategies with diverse client and family systems.
 - understand the role of public policy and legislation on mental health practice and advocate for policies, programs, and services that respond to a diverse clinical mental health population.
 - understand crisis theory, the operation of crisis management systems, the impact of crises, disasters, and other trauma causing events on people, and how to provide

effective crisis counseling services.

- critically analyze client needs and utilize appropriate clinical skills in effective treatment planning.
- demonstrate knowledge and understanding of the foundations, professional literature and skills related to competent clinical mental health practice.

b. Rehabilitation Counseling Objectives

- Students shall satisfactorily practice the profession of rehabilitation counseling
 - in a legal and ethical manner.
 - by demonstrating an understanding of the history, philosophy, and structure of the rehabilitation delivery systems in the United States.
 - by working with individuals and groups.
 - by applying rehabilitation planning and case management modalities.
 - by using knowledge of vocational and career development theory.
 - through the identification and utilization of assessment information.
 - by applying relevant job development, placement, and job retention orientations.
 - by applying results generated within appropriate rehabilitation research.
 - by implementing the legal and ethical issues involved in both private and public rehabilitation.

c. School Counseling Objectives

- Students will
 - understand the history, philosophy, trends, ethical and legal issues in school counseling and educational systems and current professional issues unique to school counseling.
 - identify with the school counseling professional through an understanding of the roles, functions, ethical standards, credentialing, licensure, and professional organizations associated with school counselors.
 - design, implement, manage, and evaluate comprehensive school counseling programs and design/utilize needs assessment instruments to plan a comprehensive school counseling program.
 - implement theoretical, evidence-based counseling interventions for students in the K-12 environment.
 - articulate, model, and advocate for the appropriate role of the school counselor, and understand the important role of the school counselor as a systems change agent in the K-12 environment.
 - demonstrate an understanding of the procedures for handling potential crises, emergencies, and disasters that impact students in the K-12 environment.
 - select assessment instruments and analyze data to effectively evaluate students' academic, career, and personal/social development and barriers to their academic success.
 - understand and demonstrate strategies to promote, develop, and enhance effective teamwork within the school and community, including working with parents, guardians and families, and planning and presenting school counseling programs to parents and teachers.
 - understand and identify the multicultural issues in the K-12 environment and advocate for the success of all children.

- demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students.

3. Doctoral Programs Objectives

- Students will
 - demonstrate advanced knowledge in the core areas of counseling and development.
 - apply advanced research methodology to practice.
 - generate new and advanced professional knowledge.
 - demonstrate advanced clinical skills necessary for competent professional practice.
 - demonstrate knowledge in the areas of counseling theory, consultation, supervision, instructional theory, multicultural competence, ethical and legal issues, assessment and appraisal, and crisis intervention.
 - engage in professional development, advocacy, and social justice activities.

4. Counseling Program Goals

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

E. Departmental Accreditations

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

F. Graduate School Admission Procedures

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 and forms at the following link www.grad.msstate.edu.

The academic year comprises a 12 month cycle including the following semesters: Fall (mid-August to December), Spring (January to early May), Maymester (May), and Summer (June to mid-August). Please note that the Summer semester is further subdivided into Summer I (June) and Summer II (July) for the purposes of offering select classes. An individual who submits an application for admission should act promptly to see that all required supporting documentation also reaches the Office of Graduate studies.

Applicants are advised that all documents needed to support an application for admission should reach the Office of Graduate Studies by the dates specified by particular departments. An individual must have a valid admission status to secure enrollment. Admission to graduate study is limited to the pursuit of requirements for the degree and the field of study as specified in the student's application and statement of purpose.

G. Graduate School Admission Requirements

Master's degree graduate admission requirements:

Applicants can find information related to the documents required for admission using the following links: <http://www.grad.msstate.edu/prospective/admission/domestic/> and <http://catalog.msstate.edu/graduate/admissions-information/admission-requirements/> .

Additionally, information concerning minimum Graduate School admission requirements can be found using the following link:

<http://catalog.msstate.edu/graduate/admissions-information/requirements-quick-reference/>

Educational Specialist degree minimum admission requirements:

- Hold a master's degree from a fully accredited educational institution.
- Have a minimum GPA of 3.20 on all prior graduate study.
- Provide acceptable letters of recommendation from supervisors/employers, professors, or both.

Doctoral degree minimum admission requirements:

Information related to the documents required for admission can be found using the following link <http://catalog.msstate.edu/graduate/admissions-information/admission-requirements/> .

In addition, applicants can find information regarding the minimum graduate school admission requirements using the following link:

<http://catalog.msstate.edu/graduate/admissions-information/requirements-quick-reference/>

Admission requirements for international applicants:

International applicants interested in applying to the Counseling program can find information related to the admission requirements using the following link:

<http://catalog.msstate.edu/graduate/admissions-information/admission-requirements/international-students/> .

H. Admission to the Counseling Programs

Students applying for admission into the masters programs in Counseling must submit a complete application packet no later than March 1 for consideration for the following summer or fall semesters. Students applying for admission into the doctoral programs in Counseling must submit complete application packets no later than February 1.

After application and supporting credentials have been received by the graduate school, the completed packet is sent to the department for review by a committee of program faculty.

Admission decisions for the master's degree program are made by a committee of program faculty that represents each of the concentration areas: Clinical Mental Health, Rehabilitation, and School.

Applicants must have a bachelor's degree from a fully accredited four year educational institution, and earned a minimum GPA of 3.00 based on a 4.00 system cumulative on all baccalaureate and graduate work already completed. Additionally, applicants are required to provide official transcripts, Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores not more than five years old, a personal statement describing the applicant's interest in the program and his/her career plans, and three letters of recommendation from individuals familiar with the applicant's education, skills, abilities, and character. Applicants are encouraged to check with the program for additional requirements. Further information may be obtained from the Graduate School Bulletin, and the graduate application may be obtained online at

https://mybanner.msstate.edu/prod/wskblog.P_DisplLoginNon

A separate doctoral admissions committee reviews prospective doctoral applicants. In addition to the completed admissions packet, the prospective doctoral student must submit verbal, analytical, and writing scores from the Graduate Record Examination (GRE). Scores must not be more than five years old. Students must hold a master's degree from a CACREP accredited program in Counselor Education or meet CACREP curriculum requirements in the doctoral programs of study. Each applicant must also provide comprehensive resume/curriculum vitae of employment experience.

As part of the admissions process, prospective doctoral applicants are required to do the following:

- Participate in a group interview conducted by faculty in the applicant's concentration area.
- Participate in a group interview conducted by the Doctoral Admissions Committee, interested faculty, and currently enrolled doctoral students.
- Provide a work sample of individual clinical skills by participating in a role play session with a client. All sessions will be videotaped for review.
- Provide a writing sample immediately after the work sample is completed. The writing sample will consist of a self-evaluation of the work sample. The Doctoral Admissions Committee will provide specific criteria/questions/format for the writing sample.

The Doctoral Admissions Committee evaluates the prospective doctoral applicant based on the following: (a) academic aptitude for doctoral-level studies, (b) previous professional experience in counseling, (c) verbal and written communication skills, and (d) potential for professional leadership.

In addition to application materials, each applicant is asked to supply the committee with a current resume and a writing sample from a recent graduate class or recently published material.

At the completion of the committee's deliberations, a recommendation is made for acceptance or denial and sent directly to the Graduate School. The Office of Graduate Studies then sends a letter to the student informing him or her of acceptance or denial into the counseling program. All students are given a faculty advisor at the time of acceptance into the program.

I. Provisional Admission

Applicants for graduate study who do not meet the admission requirements may be admitted (if recommended by the department) to a degree program as a PROVISIONAL student. Information regarding provisional admission can be found using the following link:

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

J. Orientation to the Departmental Counseling Programs

An orientation session for all incoming master's and doctoral students is conducted prior to the fall semester, usually the second week of August. Students are informed about the date, time, and place of the meeting in July. The student orientation includes welcoming remarks, introductions of faculty, staff, and students, and a preview of the departmental Graduate Student Electronic Handbook, along with its web address:

<http://www.cep.msstate.edu/forms/pdf/Graduate%20Student%20Handbook.pdf>

The orientation also includes advisement by concentration area and culminates with a departmental luncheon.

K. Counseling Programs Standards

The Counseling program faculty members believe an essential component of their responsibility to their students, their profession, and the eventual consumers of services provided by graduates, is the necessity to monitor not only students' academic progress but also the personal characteristics of students that will influence their performance in therapy. Following is a description of the Counseling program standards.

1. ACADEMIC PROGRAM

STANDARDS 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> .

“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 advisor, students are required to earn a grade of “B” or better in each counseling “gate keeping” course before they are permitted to

progress to the next course in the sequence. Students are required to earn a grade of “B” or better in each counseling “gate keeping” 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; and COE 8730/8740: Internship. A standard rubric, the Comprehensive Disposition Review Form, is designed to assess students’ performance in these courses. The rubric can be found on page 77.

Unsatisfactory Academic Performance

In the Department of Counseling, Educational Psychology, and Foundations the Counseling program states that unsatisfactory academic performance is defined as the failure to maintain a B average in graduate courses attempted after admission to the program; a grade of U, D, or F in any course; more than 6 credit hours of C grades; failure of the preliminary or comprehensive examination; unsatisfactory evaluation of a thesis or dissertation; failure of the research defense; or any other failure of a required component of one’s graduate program. Students who fail the preliminary or comprehensive examination, receive unsatisfactory evaluation of a thesis or dissertation; or fail the research defense have to be re-examined at the next subsequent date/time and pass. Upon a subsequent failure (2nd failure), of any of these three assessments, program termination is mandated.

Any one of these or any combination of these may result in the termination of a student from the Counseling degree program.

Course Retake Policy (MSU Office of Graduate Studies)

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> .

2. NON-ACADEMIC PROGRAM STANDARDS

In addition to maintaining high scholastic standards, students enrolled in the MSU Counseling Program must conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. The faculty expects prospective counselors:

1. to be committed to personal growth and professional development,
2. to be concerned about other people,
3. to demonstrate emotional and mental fitness in their interactions with others,
4. to be able to receive and give constructive feedback, and
5. to use the skills and techniques that are generally accepted by others in the professional fields.

Counseling faculty believe that one primary responsibility to their students, their professions, and the eventual consumers of services provided by program graduates, is the necessity to monitor not only students’ academic progress but also the personal and professional characteristics (or *dispositions*) of students that could affect their performance as counselors-in-training and as professionals. Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association, American Psychological Association, and Commission on Rehabilitation Counselor Certification) and the relevant regulatory boards of the state of Mississippi.

Dispositions have been defined as the “values , commitments, and professional ethics that influence behavior toward students, families, colleagues and communities and affect student learning, motivation and development as well the educator’s own professional growth” (NCATE, 2000). Dispositions can also be described as attitudes and beliefs about counseling, as well as professional conduct and behavior. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in counseling settings. Professional behaviors and characteristics are described below. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not. The dispositional guidelines used in student evaluations are as follows:

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

3. ACKNOWLEDGEMENT OF PROGRAM POLICIES

As a matter of policy, during the new student orientation session held at the beginning of the academic year, each student is reminded to go online and review both the departmental Student

Retention Policy (within *The Counseling Programs Graduate Student Handbook*), and the *ACA Code of Ethics* (at aca.org). All students are also provided a copy of the Counselor Professional Dispositions Statement and the Informed Consent Agreement Form (both requiring the students' signatures). Students are instructed to return the signed Counselor Professional Dispositions Statement and the Informed Consent Agreement Form to their faculty advisor to be placed in their departmental file. 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 set forth in the *Counseling Programs Graduate Student Handbook*.

4. STUDENT FITNESS AND PERFORMANCE EVALUATION

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

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

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

o Graduate Student Systematic Review and Evaluation

Program faculty review all students' academic performance, skills, and professional dispositions at the end of each semester. Faculty members use the Graduate Student Review and Evaluation Form for the purpose of this review. The form can be found on P.74 of this handbook. Following the formal review, students who receive unsatisfactory evaluations are required to meet with their faculty advisor. During the meeting, students will receive feedback from their faculty advisor and will be required to sign their evaluation review form. This usually occurs during the first week of the semester preceding the review.

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

- Departmental Student Retention Committee and faculty report of unsatisfactory grades in "gatekeeper" classes,
- Department Head reports from the Office of Graduate Studies of unsatisfactory grades (C and below) in any class,
- MSU Counseling Program Counselor Professional Dispositions statement and rubric for each student under review.
- MSU Counseling Program Professional Development Plans on file for any student under review. (see Professional Impairment section of the *Counseling Programs Graduate Student Handbook*)

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 *Professional Development Plan* in the Professional Impairment section of the *Counseling Programs Graduate Student Handbook*); or
- Recommend dismissal from the Counseling Program.

○ **Review of “Gatekeeping” Classes**

All students enrolled in any of the “gatekeeping” courses are evaluated using the Comprehensive Disposition Review Form. This form can be found on P.77 of this handbook. Additionally, faculty members who teach the “gatekeeping” classes will submit any grades below “B” in these classes to the Departmental Student Retention Committee and the Department Chair.

- * COE 8023: Counseling Theory;
- * COE 8013: Counseling Skills;
- * COE 8043 Group Techniques and Procedures;
- * COE 8053/8153: Practicum; and
- * COE 8730/8740: Internship.

○ **Departmental Student Retention Committee**

The Departmental Student Retention Committee is comprised of departmental program concentration coordinators, and the Graduate Coordinator. This committee oversees the retention and review process and to investigate any specific concern regarding the Counseling Program graduate students.

5. GRADUATE STUDENT IMPAIRMENT

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

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

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

If a student manifests impairment or if evaluations indicate that a student is not appropriate for the COE 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).

Academic Probation

Information concerning Academic Probation can be found using the following link:
<http://catalog.msstate.edu/search/?edition=2015-16&P=academic+probation>

Professional Development Plan (PDP)

If a student's grades are unsatisfactory, the student is not in compliance with the Counseling Program Dispositions statement, 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.

Students enrolled in the MSU Counseling Program are introduced to the Counselor Professional Dispositions through the description in the *Counseling Programs Graduate Student Handbook*, and the Counseling Program Orientation. In addition, information regarding dispositions will be articulated in COE 8023: Counseling Theory; COE 8013: Counseling Skills; COE 8043: Group Techniques and Procedures; COE 8053/8153: Practicum; and COE 8730/8740: Internship.

As educators, the faculty recognize: 1) their obligation to assist students in engaging in developmentally appropriate learning experiences and obtaining remedial assistance as needed; 2) the value of consulting with colleagues prior to remediation or dismissal; 3) 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.

Procedures for Drafting a PDP:

1. When, in the professional judgment of a program faculty member/instructor, the student continues to make unsatisfactory progress or to fail to meet the program or university standards, the student's faculty advisor will complete Part A of the Professional Development Plan (PDP)

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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) and to complete Part B of the Professional Development Plan (PDP). Part B typically includes behaviors that need to be changed, suggestions/requirements for remediation, time limits for expected changes, and consequences if remediation is not successful. Part B of the PDP may also include specific recommendations for assistance or improvement. (See example of PDP). The PDP will also indicate any other individuals who may be involved in the process. The faculty advisor may also involve faculty/instructors who teach the students' classes, the program coordinator, the department head, fieldwork supervisors, program clinical faculty/supervisors, or others in the remediation process as deemed necessary.
3. The faculty advisor will review a written copy of the completed PDP with the student. A signed copy will then be sent to the Program coordinator, the student's advisor, and the Department Head.
4. At this stage the faculty advisor will monitor the progress of the student and provide an update of the student's progress at the next faculty review.

6. STUDENT RETENTION COMMITTEE CASE REVIEW

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

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

- Not making satisfactory academic progress or meeting the program or university standards
- Noncompliant with Counseling Program Dispositions (of a serious, repetitive, or pervasive nature)
- Fails to meet the terms of the PDP

1. The faculty member/instructor will notify the Program Concentration Coordinator, the student's advisor, and the Department Head of her/his concerns in writing for the purpose of scheduling a review of the student's case by the Counseling Departmental Student Retention Committee.
2. Notice of the case review outlining specific concerns and reasons for the hearing will be written and mailed to the student at least ten days prior to the review. The student will be given an opportunity to meet with the committee to present his/her case. The meeting is open only to the members of the MSU Counseling Departmental Student Retention Committee, the student, and those individuals considered to have relevant information and who are approved by the committee chair.
3. The MSU Counseling Departmental Student Retention Committee case review may include, but is not limited to, a review of the Counselor Professional Disposition form, faculty review, student transcripts, fieldwork evaluations, and/or supervisor statements.
4. The MSU Counseling Departmental 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, and within 10 working days of the case review, the MSU Counseling Departmental Student Retention Committee will submit its recommendation in writing to the Department Head.
6. The Department Head will consider the committee's recommendation, meet with the student, and convey, both verbally and in writing, the Department Head's final decision(s). Documentation of the committee's recommendation and the final decision will be forwarded to the Dean of the College of Education. Committee recommendations and the final decision will also be forwarded to the student's faculty advisor and the program concentration coordinator, and will be placed in the student's file.
7. If the student is allowed to remain in the Counseling Program, the Department Head and the student's faculty advisor 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 Department Head will petition the Graduate Dean to dismiss the student from the Graduate School.
8. The student will have 10 working days to notify the Department Head of his/her intent to appeal the decision.

7. DISMISSAL FROM THE COUNSELING PROGRAM

Students can find information concerning academic dismissal using the following link:

<http://catalog.msstate.edu/search/?edition=2015-16&P=academic+probation> . 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-probation-dismissal-appeal/#academicdismissalappealprocedure> .

L. Departmental 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-assitantships/>. Interested students can find assistantship forms and additional information by visiting the Office of the Graduate School website at <http://www.grad.msstate.edu/financial/assist/>. Students should discuss possible opportunities with their Academic Advisor and/or Program Coordinator.

Assistantships in the Department of Counseling, Educational Psychology, and Foundations will be awarded in the manner set forth below.

Assistantships funded by the university, available as a part of grant projects, or funded through sources outside the university will also be awarded using this procedure:

- When an assistantship becomes available, the Department Head will arrange for an announcement to be written for the position which will include the date that screening of applicants will begin.
- The departmental Records Secretary will keep a file of all applications submitted by

students. Each time a position announcement is issued, the secretary will send the announcement to each student whose application is on file. Students will be asked to notify the department if they are interested in being considered for the position.

- Available positions will be posted on the departmental and student bulletin board or on the listserv at least one week prior to the beginning date for applicant screening. The faculty member posting the announcement should also write a memo to other faculty members requesting that they announce the position to their classes if classes are in session.
- The Department Head will appoint a Search Committee of at least three faculty members. In most cases, the faculty member who will be supervising the Graduate Assistant should either chair or be a member of the Search Committee.
- On or soon after the beginning date for applicant screening, the chair of the Search Committee will request all current applications from the departmental Records Secretary. The Search Committee chair will convene the committee to review the written applications.
- The Search Committee will evaluate each applicant according to the desired qualifications of applicants and the potential of the applicants to perform the position's specific responsibilities.
- After the screening has been completed, the Search Committee will evaluate those considered according to the desired qualifications of applicants and the potential of applicants to perform the position's specific responsibilities.
- Applicants considered will be rank ordered, and a recommendation for appointment will be made to the Department Head.
- The Department Head will offer the appointment and will notify by letter those not selected.

M. Financial Aid Information

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.

- Applications for low-Interest loans and work-study jobs may be obtained from:
 Student Financial Aid and Scholarships
 106 Magruder Hall
 Mississippi State, MS
 39762
 (662) 325-2450 and (601) 325-7441
<http://www.sfa.msstate.edu>

Assistantships for students enrolled in 9 or more credit hours require 20-hours of work per week which pays a minimum of \$600 per month. In-state and out-of-state tuition may be waived for students on Assistantships. It is the responsibility of individual Graduate Students to contact potential supervisory offices to determine vacancies for a particular academic term and/or application process. Interested students may obtain applications from various offices including but not limited to the following offices:

Department of Counseling, Educational Psychology,
 and Foundations
 508 Allen Hall
 Box 9727
 Mississippi State, MS

39762 (662) 325-3426

<http://cep.msstate.edu/>

College of Education
309 Allen Hall
Box 9710
Mississippi State, MS
39762 (662) 325-3717
www.educ.msstate.edu

National Research and Training Center on Blindness and Low Vision
151 Industrial Technology Building
P.O. Drawer 6189
Mississippi State, MS
39762 (662) 325-2001
www.blind.msstate.edu

Social Science Research Center

103 Research & Technology Bldg.
P.O. Box 5287
Mississippi State, MS
39762 (662) 325-7127
www.ssrc.msstate.edu

- The Department of Housing and Residence Life offers assistantships for live-in residence hall directors. The salary for these positions vary depending on the size of the residence hall. In addition, directors receive a free furnished apartment, utilities, and local telephone service as part of their compensation package. Married students, including those with children, are eligible to apply. Applications are available from:
Department of Housing and Residence Life
Herbert Hall
Box 9502
Mississippi State, MS
39762 (662) 325-3557
www.housing.msstate.edu
- Many full-time positions are available throughout the university that would allow students to study part-time. Job announcements are available from:
Human Resources Management
150 McArthur Hall
Box 9603
Mississippi State, MS
39762 (662) 325-3713
www.hrm.msstate.edu

N. Courses at Other Universities

Students may take equivalent courses listed on the Program of Study at other universities with the approval of their major professor. The hours accrued at other universities may not be used to satisfy

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residency requirements. Regardless of the number of hours taken at another university, students must meet all MSU residency requirements. For more information regarding transfer credits from another university students are advised to visit the Graduate School's website using the following link: <http://catalog.msstate.edu/graduate/academic-policies/program-of-study/#transferstext> .

If a student wishes to enroll at another university and have the course count toward the degree, he/she must complete a request form and secure an approving signature from the major advisor, major professor or the department head for permission to enroll in the course. Many universities require permission from the MSU Office of Graduate Studies before they will allow students seeking graduate degrees at MSU to enroll in their courses.

Students who wish to take courses at other universities should consult with their advisor. All internships must be taken at Mississippi State University if credit is desired for the M.S., Ed.S. or Ph.D. degrees. 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.

O. Degrees Available

Starkville Campus

- The Master's of Science in Counseling with concentrations in Clinical Mental Health and School Counseling are accredited by CACREP.
- The Master of Science in Counseling with a concentration in Rehabilitation Counseling is accredited by CORE.

College Park Campus at Meridian

- The Master's of Science in Counseling with concentrations in Clinical Mental Health and School Counseling are accredited by CACREP.
- Students may earn an Ed. S. in School Counseling.

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 experience. Advisors monitor the content of the student's program during the progress of graduate studies and prior to graduation. The department head reports endorsements in program areas to the Dean of the Graduate School who informs the registrar. The student's program then indicates the program concentration and accreditation area.

Q. Program Evaluations

During their last semester, students complete a program evaluation questionnaire about their concentration area. Also, the counseling programs conduct a program evaluation which includes employers of graduates, alumni and site supervisors. The results are made available on the departmental website. Program faculty use the evaluations as the basis for program and curriculum changes. Institutional administrators, employers of graduates, and other interested parties may access these evaluations by contacting the department head or visiting the website

R. Job Placement

The Mississippi State University Career Center www.career.msstate.edu assists student in looking for professional positions as they approach graduation. Resume preparation advice, job listings, interview coaching, maintenance of reference letters, and employer directories are some of the services available. Additionally, faculty members of each concentration area in the Counseling program take measures to post job vacancies relevant to their students (e.g., bulletin boards).

S. Professional Associations

Professional associations are vital to the productive professional life of counselors. Each graduate student is expected to join appropriate professional associations. Membership dues are usually less for students, and members receive professional newsletters, journals, and announcements of professional activities. The number of associations is vast and provides counselors with specialty groups that focus on their interest areas.

Membership in a professional association often offers students professional liability insurance. Students may obtain more information on specific professional associations by accessing the following websites. This list is not exhaustive.

American Counseling Association
www.counseling.org

American Mental Health Counseling Association
www.amhca.org

American School Counseling Association
www.schoolcounselor.org

American College Counseling Association
www.collegecounseling.org

Mississippi Counseling Association
www.mca.web.com/

National Rehabilitation Counseling Association
www.nrca-net.org

T. Licensure

1. Licensed Professional Counselor (LPC)

All counseling graduate students in the department have the option to complete a 60 hour master's degree and coursework required of Licensed Professional Counselors. Licensure as a LPC demonstrates that Licensed Professional Counselors are legitimate mental health professionals. Requirements for licensure vary from state to state. Specific information about becoming a Licensed Professional Counselor in Mississippi may be obtained using the following link:

<https://www.lpc.ms.gov/secure/forms.asp> .

2. Standard Educator License

School Counseling graduate students who hold the standard educator license are required to complete a traditional 600 hour internship as part of their graduate studies. School Counseling graduate students who do not hold the standard educator license are required to complete an academic year of field placement (a 600 hour [minimum] academic year practicum, and a 600 hour [minimum] academic year internship) and as part of their graduate studies.

3. Class AA Guidance Counselor

Master's degree consisting of a minimum of 48 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 Guidance Services
- EPY 8263: Psychological Testing in Educational & Related Settings
- Educational Research – 3 semester hours
 - COE 8063 Research Techniques for Counselors OR
 - EDF 8363 Functions and Methods of Research in Education
- Restricted Electives - 3 semester hours
 - COE 8303 Family Counseling Theory OR
 - COE 8633 Psychosocial Rehabilitation OR
 - COE 8913 Counseling children OR
 - EPY 6214 Behavioral and Cognitive Behavioral Interventions OR
 - EPY 8253 Child & Adolescent Development & Psychopathology
- 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.

A) Persons who hold a Standard Educator's License:

COE 8053 Practicum (100 contact hours).
COE 8736 Internship (600 contact hours).

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

B) Persons who do not hold a Standard Educator's License:

COE 8156 Academic School Year Supervised Field Experience I - Practicum (600 contact hours).

COE 8746 Academic School Year Supervised Field Experience II - Internship (600 contact hours).

- 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).

4. Class AAA Guidance Counselor

- To be eligible for institutional recommendation from Mississippi State University for a Class AAA standard educator license as a Guidance Counselor, a Class AA standard educator license as Guidance Counselor (Professional School Counselor) is required.
- EPY 6214 Educational Psychology Statistics (or equivalent statistics course).
- Hold a Specialist or Doctoral degree to include 9 semester hours from the following (or equivalent courses).

Course Title

COE 8303 - Family Counseling Theory

COE 8633 - Psychosocial Rehabilitation

COE 8913 - Counseling Children

EPY 6214 - Behavioral and Cognitive Behavioral Interventions

EPY 8253 - Child & Adolescent Development & Psychopathology

5. 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.

6. 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

U. Certification

1. Certified Rehabilitation Counselor

Students who graduate in Rehabilitation Counseling may 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 clinical mental health counseling and school counseling programs are eligible to seek the national credential, the National Certified Counselor (NCC). A special administration of the examination for this credential may be taken during the last semester of graduate studies. Regular administration of the examination may be taken after the graduate has acquired two years of post-masters experience. Detailed information about the requirements for the National Certified Counselor may be found at:

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

3. Specialty Credentials

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

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

II. DEPARTMENTAL FACULTY AND STAFF

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

III. POLICIES AND GUIDELINES

A. Nondiscrimination Policy

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

The Department of Counseling, Educational Psychology, and Foundations' Counseling Program at Mississippi State University encourages the recruitment, acceptance and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling Program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

B. Prerequisites

The concentration area faculty advisor will determine when course prerequisites are satisfied.

C. Typical schedule

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. This form as well as 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 (dissertation defense).

D. Typical Load with a Graduate Assistantship

Graduate assistants must be full-time students (registered in at least nine graduate credit hours) during the fall and spring semesters. The required full-time status must be maintained throughout the entire semester. Therefore, no course may be dropped if the resulting course load is less than the required nine graduate credit hours, nor may any courses constituting the nine hour load consist of or be converted to an audit status. Further, the nine hour course load may not be composed of

undergraduate courses, unless the course is a program prerequisite. In such case, only one undergraduate course will be permitted as part of the nine hour load.

Graduate assistants wishing to register for more than 13 graduate credit hours are required to obtain approval from their major professor, department head, graduate coordinator, and dean using a designated form. The form can be found using the following link:

http://www.provost.msstate.edu/resources/students/forms/forms/request_for_scheduling_overload_graduate_students.pdf

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. Program of Graduate Study

The student is required to submit a formal program of study to the departmental graduate coordinator by the second semester of enrollment. The program must be developed with the advice and consent of the student's faculty advisor. Students can find the *Graduate Program of Study* form using the following link:

http://www.grad.msstate.edu/forms/pdf_forms/graduate_program_of_study.pdf

For more information related to courses which fulfil degree requirements, students may use the following link. <http://catalog.msstate.edu/graduate/academic-policies/program-of-study/#text> .

F. Level of Hours on the Program of Graduate Study

A minimum of 48 to 60 semester hours of graduate study is required in all master's degree programs. At least 15 credit hours of 8000 level coursework is required for a non-thesis master's 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.

G. Workshops and Special Problem Courses

No more than six semester hours of graduate credit earned in workshop courses or six semester hours of special problem courses may be included on the student's approved degree program. No more than nine semester hours of a combination of workshop and special problem courses may be included on the student's approved degree program.

H. Repeat Policy

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

I. Directed Individual Study (DIS)

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

J. Academic Progress

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

Information concerning what is considered to be unsatisfactory performance can be found using the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-probation-dismissal-appeal/> .

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

In the College of Education, a student whose academic work is unsatisfactory at any period during a given semester or term may be forced to withdraw from a graduate program. The College of Education defines "unsatisfactory" as making more than two grades of "C" or lower in courses taken for graduate credit. In such case, the graduate coordinator, with approval from the college dean, is responsible to send an Academic Dismissal letter to the dean of the Graduate School recommending that a student be officially dismissed.

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 Process students must use the following link: <http://catalog.msstate.edu/graduate/academic-policies/academic-probation-dismissal-appeal/> .

K. Grade Appeal

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

L. Academic Status

To appeal one's academic status, (e.g., dismissal from a program, failure to pass an examination) a student must present the request and related explanation in writing to the Graduate Coordinator and/or Head of the department offering the program. The Coordinator/Department Head submits the appeal to the department Student Retention Committee for dispositional recommendations. The Department Head/Coordinator will then review the recommendation(s) of the Retention Committee

and make an appropriate decision in regard to this appeal.

If the appeal at the departmental level is unsuccessful, a student may then appeal to the college Dean. In making a decision, the Dean will consult with an appointed subcommittee of the Graduate Council. If this appeal is unsuccessful, the student may then appeal to the Provost and Vice President for Academic Affairs.

M. Incomplete Grades (Grades of I)

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations.

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

N. Grade Point Average

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

O. Auditing

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

P. Academic Add/Drop Policy

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

Q. Academic Integrity

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

Academic dishonesty includes, but is not limited to, deceptive acts such as the following:

- using unauthorized notes or materials (crib notes, books, etc.) as an aid during an examination;
- substituting the examination answers of another for the student’s own; that is copying another person’s examination paper;

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

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

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

Students are referred to the Mississippi State University Honor Code Council Office for additional information about academic integrity, penalties, and procedures. <http://www.honorcode.msstate.edu>

R. Degree Completion

To be eligible for graduation, a student must have completed all program requirements and have achieved a “B” average or better in all course work taken at Mississippi State University while in the degree program. Individual programs may have additional requirements. 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 program in two years. For doctoral students, the time limit is five years to complete the dissertation after successfully passing the Preliminary Examination. However, most doctoral students who hold a CACREP approved master's degree may complete their Ph.D. program in 3 years.

S. Withdrawal from the University

Any student leaving the University prior to the end of the period of enrollment, except for temporary absences, must initiate withdrawal procedures found online through MyBanner. By completing this procedure the student will prevent future difficulties in obtaining transcripts, and in reentering the University, but will also avoid having “F”s” automatically recorded for all courses taken during the semester.

A student who withdraws after the fifth day of classes (fall and spring semesters) will receive a grade of “W” for each course scheduled. No withdrawals will be allowed during the last two weeks before the beginning of final examinations for the fall and spring semesters and during the last week prior to the beginning of examinations for each five/ten week summer term.

The withdrawal of any student shall not be effective on a date prior to the actual date of withdrawal, except in documented cases of serious illness or extreme hardship, and then only upon recommendation of the student's academic dean. If the effective date of withdrawal and the actual date on which the withdrawal occurs are separated by more than one calendar year, the Provost and Vice President for Academic Affairs must approve the withdrawal upon recommendation of the Academic Dean. Students dropping the only course in which they are enrolled must process a withdrawal from the University rather than a schedule change.

T. Graduate Application and Fee

The student 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> .

U. Enrollment in Additional Hours

A candidate for the master's degree within six or fewer semester hours of completing the master's degree program may enroll in additional hours to complete a normal load during the final semester for the degree. These courses may count on the Educational Specialist degree, provided the student has prior approval from the major professor and graduate coordinator and meets all regular admission requirements for the Educational Specialist degree program.

These courses are not to be included in the Masters program of study.

V. Graduate 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.

W. Graduate Admission Tests

The Graduate Record Examination (GRE) is administered by the Assessment and Testing Center, 180 Magruder Street (Starkville Campus) <http://www.ats.msstate.edu/testing/>.

X. Index of Additional Policies

The following alphabetical index is designed to provide students with a detailed list of additional selected university policies relating to student academic affairs and student conduct. Students are strongly encouraged to get more detailed information on each policy by accessing the web at <http://policies.msstate.edu/>.

1. Academic Affairs

Title	Policy Number
Honor Code Council Procedure	12.07
Academic Records	12.13
Academic Suspension and Dismissal	12.16
Academic Add/Drop	12.01
Auditing a Class	11.11
Buckley Amendment	10.06
Class Attendance & Reporting Absences	12.09

Title	Policy Number
Classroom Regulations	10.08
Final Examination Policy	12.04
Grade Appeals and Academic Review Board	13.14
Graduate Admission Criteria	21.01
Human Subjects	79.03
Academic Amnesty for Graduate Students	12.18
Repeat Policy	12.36
Withdrawal from the University	12.02
Schedule Planning and Registration	31.10
Student Conduct	12.06
Veterans' Administration: Students	10.07

2. University Policies Relating to Students

Title	Policy Number
Academic Accomm. for Students with Disabilities	12.35
Code of Student Conduct	91.100
Definition of a Student	91.101
Documentation of Students with a Specific Learning Disorder, Attention Deficit Disorder, or a Psychiatric/Psychological Disorder	91.130
Drug Free Campus	60.120
Electronic Communications Student Policy	91.126
Harassment	3.03
Sexual Misconduct	91.118
Class Attendance and Reporting Absences	12.09
Student Use of Computing Resources	91.117
Students with Disabilities	91.121
Use of Computing & Information Technology at Mississippi State University	01.12

IV. MASTER OF SCIENCE (M.S.) DEGREE PROGRAMS

A. M.S. Degrees in Counseling

The M.S. in Counseling degree with concentrations in Rehabilitation is designed to be completed over the course of 48 credit hours (typically a minimum of five semesters). Students usually carry 9-12 credit hours each semester. The M. S. in Counseling degree with concentration in Clinical Mental Health Counseling or School Counseling is designed to be completed over the course of 60 credit hours (typically a minimum of six semesters) with an enrollment of 9-12 credit hours each semester. Enrollment in certain classes is conditioned by successfully completing a required prerequisite course(s). Therefore, in such a situation, students must ensure they have successfully completed the required prerequisite course(s) prior to enrolment in these courses. Failure to follow course sequencing or enrollment in prerequisites will cause delays in graduate study - sometimes as much as a year.

B. Counseling Programs Admission Criteria

Students accepted in the M.S. degree program in Counseling must hold a baccalaureate degree and have a minimum of 3.00 on all undergraduate work. Results of the Graduate Record Exam taken within the past five years must be submitted. See previous admission information on page 16 or on the program website at www.cep.msstate.edu

C. Transfer Credit

A maximum of 9 semester hours may be transferred from another accredited institution to this institution or from another degree program at MSU and included on the student's program at the master's level.

Courses accepted for transfer from another accredited institution should be less than six years old at the time the program is developed. In the event that the student's department decides to accept hours earned at another institution as a part of the student's program, the department should have adequate documentation from the institution where the credits were earned verifying that the courses would be accepted as a part of a master's program at that institution. Grades of "C" or lower are not acceptable for transfer credit.

D. Master of Science (M.S.) Degrees Counseling Curriculum Requirements

1. Clinical Mental Health Counseling Curriculum (Total Program Hours = 60)

Course	Title	Hours
Core Curriculum Courses (24 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8013	Counseling Skills Development (Prereq: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques/Procedures (Prereq: COE 8013, 8023)	3
COE 8063	Research Techniques for Counselors	3

COE 8073	Cultural Foundations in Counseling	3
COE 8203	Placement and Career Development	3
EPY 8263	Psych Testing in Educational & Related Settings	3
Clinical Mental Health Counseling Curriculum (15 Hours)		
COE 8303	Family Counseling Theory (Prereq: COE 8023)	3
COE 8633	Psychosocial Rehabilitation	3
COE 8703	Principles of Clinical Mental Health Counseling	3
COE 8803	Crisis Response in Counseling (Prereq: COE 8013, 8023)	3
COE 8773	Counseling the Chemically Dependent Client	3
	or	
COE 8783	Counseling the Chemically Dependent Family	3
Field Experience (9 Hours)		
COE 8053	Practicum [100 hours] (Prereqs: COE 8023, 8013, 8043, 8633, 8703, EPY 8263*)	3
COE 8730	Internship [600 hours] (Prereq: COE 8053)	6

Approved Electives (12 Hours)

(12 hours total; 9 must be COE) Students may choose from a list of approved electives. Other electives must be approved upon consultation with faculty advisor. Total electives must equal 12 total semester hours. Of those 12 hours 9 must be courses that have a COE designation.

Transfer

A maximum of 9 semester hours may be transferred from an accredited institution with faculty advisor's approval.

*Can be taken with Practicum

2. Rehabilitation Counseling Curriculum Requirements (Total Program Hours = 48)

Course	Title	Hours
Core Curriculum Courses (18 Hours)		
EPY 8263	Psych Testing in Educational & Related Settings	3
COE 8013	Counseling Skills Development (Prereq: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8043	Group Techniques/Procedures (Prereq: COE 8023, 8013)	3
COE 8063	Research Techniques for Counselors	3
COE 8073	Cultural Foundations in Counseling	3
Rehabilitation Counseling Courses (12 Hours)		
COE 6373	Vocational Assessment	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

Field Experience (9 hours)

COE 8053	Practicum [100 hours] (Prereqs: COE 8023, 8013, 8043, 8353)	3
COE 8730	Internship [600 hours] (Prereq: COE 8053)	6

Approved Electives (6 Hours)

Electives must be approved upon consultation with faculty advisor. 6

Transfer

A maximum of 9 semester hours may be transferred from an accredited institution with faculty advisor's approval.

3. School Counseling Curriculum Requirements (Total Program Hours = 60)

Course	Title	Hours
Core Curriculum Courses (24 Hours)		
EPY 8263	Psych Testing in Educational & Related Settings	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8203	Placement and Career Development	3
COE 8043	Group Techniques/Procedures (Pre: COE 8013, 8023)	3
COE 8063	Research Techniques for Counselors	3
COE 6903	Developmental Counseling and Mental Health	3
COE 8073	Cultural Foundations in Counseling	3
COE 8303	Family Counseling Theory (Pre: COE 8023)	3
COE 8633	Psychosocial Rehabilitation	3
COE 8703	Principles of Clinical Mental Health Counseling	3
School Counseling Curriculum (9 Hours)		
COE 8903	School Counseling Services	3
COE 8923	Seminar in School Counseling (Pre: COE 8903) and	3
Select only one of the Following Electives		
COE 8913	Counseling Children OR	3
EPY 6113	Behavioral & Cognitive Behavioral Interventions OR	3
EPY 8253	Child & Adolescent Development & Psychopathology	3

Field Experience (9 or 12 Hours)

(Select the appropriate set of practicum/internship hours)

*COE 8053	Practicum [100-hour] (Prereq: COE 8023, 8013, 8043,	3
*COE 8730 OR	Internship [600-hour] (Prerequisite: COE 8053)	6
**COE 8150	Acad Yr. School Counseling Practicum [600 hours]	6
**COE 8740	Acad Yr. School Counseling Internship [600]	6

* Students who hold a standard Educator License

** Students without a standard Educator License

Suggested Electives (3-6 hours)

COE 8173	Counseling the Gifted Student	3
COE 8183	Utilizing Art in Counselling	3
COE 8363	Psychological Aspects of Disability	3
COE 8373	Medical Aspects of Disability	3
COE 8623	Advanced Law & Ethics	3
COE 8803	Crisis Response in Counseling (Prereq: COE 8023)	3
COE 8773	Counseling the Chemically Dependent Client	3
COE 8783	Counseling the Chemically Dependent Family	3
Other	(must be approved by advisor prior to enrolling in course)	3

Transfer

A maximum of 9 semester hours may be transferred from an accredited institution with faculty advisor's approval.

E. Academic Residency

There is no academic residency requirement for the master's degree.

F. Time Limit

The time limit on credits earned that can be accepted toward fulfilling requirements for the master's degree is eight years. The time limit begins when the first course on the program is taken.

G. Master's Comprehensive Examination

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

The Rehabilitation Counseling program's students must apply for, take, and have program faculty approved to receive their final scores on the Certified Rehabilitation Counselor (CRC) examination, the national credential for the practice of rehabilitation counseling in the United States.

The comprehensive examination consists of a two-part written multiple-choice exam covering all components of the student's degree program. This written multiple-choice examination must be passed before students are recommended for graduation. The comprehensive examination is given three times a year, in the fall, spring, and summer. Students who are not enrolled will not be allowed to take the comprehensive examination. Students must complete an application to take the comprehensive examination and have the application signed by their advisor. The application must be submitted no less than 30 days before the date the student intends to take the comprehensive examination.

Comprehensive Examination Part I - Counselor Preparation Comprehensive Examination (CPCE)

The morning portion of the examination, the core, is the CPCE. The CPCE consists of 160 multiple-choice questions from the following Core areas:

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

Comprehensive Examination Part II - Concentration

The concentration portion of the comprehensive examination is given in the afternoon. There are 60 multiple choice questions from the student's concentration area.

Clinical Mental Health Counseling

- Clinical Mental Health Counseling [12 questions]
- Family Counseling [12 questions]
- Psychosocial Rehabilitation [12 questions]
- Crisis Response in Counseling [12 questions]
- Counseling the Chemically Dependent Client [12 questions]

School Counseling

- School Counseling Courses [45 questions]
- Practicum in School Counseling [15 questions]

H. Scoring for the Comprehensive Examination

To pass the Core area of the CPCE comprehensive examination, students must correctly answer 65% of the items. To pass the Emphasis area of the CPCE comprehensive examination, students must correctly answer 65% of the items. A student who fails part of the examination must retake that part which was failed.

I. Failure of the Final Comprehensive Examination

If a student fails one or both sections of the final (comprehensive) examination, the student must reapply for graduation through the Registrar's Office prior to the deadline for same, as outlined in the current *Bulletin of the Graduate School*. The student must also reapply for the examination through the department and should do this during the early part of the term in which graduation is anticipated. The student must be enrolled in a minimum of one semester hour of credit to retake the examination. Candidates for the master's degree will be allowed to take the comprehensive examination two times in their efforts to pass the examination. If the student fails the exam two times he/she will be dismissed from the program.

Students who are dismissed for failure of the Comprehensive examination may appeal to the Department Student Retention Committee for reinstatement in the degree program. Should a student be reinstated by the committee, he/she may take the examination one additional time only after six additional credit hours of study are added to the graduate program. These six hours should be corrective in nature as determined by the student's major professor and/or graduate committee. The student must complete and make a grade of "B" or better in each of the two courses added in order to be eligible to take the comprehensive examination a third time. If a student fails to make a grade of "B" or better in the two additional courses or fails the comprehensive examination once after completing the added courses, termination of the student from the degree program will be recommended to the Office of Graduate Studies.

V. Educational Specialist Degree Programs

A. Hours Required

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

B. Departmental Procedures and Policies

1. 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 on all graduate course work. Applicants also must provide GRE scores taken within the past five years from the date of submitting their applications. To be accepted for the school counseling emphasis, applicants also must pass the PRAXIS CORE (or hold a standard educator license from the Mississippi Department of Education).
2. Twenty-one (21) semester hours must be earned at MSU. A maximum of nine (9) semester hours may be transferred from another institution or from off-campus/resident centers of Mississippi State University.
3. A three hour directed individual study or a six hour thesis is required.

C. Course Work Requirements for Educational Specialist

1. Students who completed a degree from a non-CACREP accredited program will be required to complete, from Mississippi State University, any course work that students take as part of MSU's CACREP master's program in counseling. These courses may be included in the student's Ed. S. program of study. Note: Students from an academic discipline that was not counseling in nature may be required to complete the equivalent of a master's degree as part of the Ed. S. program of study.
2. EPY 6214 Ed./Psy. Statistics (or equivalent statistics course).
3. Research in School Counseling
 - a. Thesis (six hours credit, final document placed in MSU library, required adherence to Guidelines for Thesis/Dissertation from the Office of Graduate Studies, strict APA writing style, etc.), OR
 - b. Directed Study (three hours credit, final document placed in student's office folder, less formal in-house document Guidelines for Thesis/Dissertation not required).

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

D. Educational Specialist Curriculum Requirements

Below is the curriculum for the Educational Specialist program in School Counseling.

1. School Counseling Sample Curriculum Requirements (Total Program Hours = 30 above Master's degree)

Course	Title	Hours
Counseling Core Curriculum Courses (18 Hours)		
EPY 8263	Psych Testing in Educational & Related Settings	3
COE 8013	Counseling Skills Development (Prerequisite: COE 8023)	3
COE 8023	Counseling Theory	3
COE 8203	Placement and Career Development	3
COE 8043	Group Techniques/Procedures (Pre: COE 8013, 8023)	3
COE 8063	Research Techniques for Counselors	3
School Counseling Courses (12 Hours)		
COE 6903	Developmental Counseling and Mental Health	3
COE 8043	Cultural Foundations	3
COE 8903	School Counseling Services	3
COE 8923	Seminar in School Counseling	3
Restricted Electives (9 hours) Three of the following:		
COE 8913	Counseling Children	3
COE 8303	Family Counseling Theory	3
COE 8363	Psychosocial Rehabilitation	3
EPY 6113	Behavioral & Cognitive Behavioral Intervention	3
EPY 8252	Child & Adolescent Development & Psychopathology	3
Statistics (4 Hours)		
EPY 6214	Ed. & Psych. Statistics (or equivalent stats course)	4
Applied Research (3 or 6 Hours) - Specialist Project		
COE 7000	Directed Individual Study OR	3
COE 8000	Research/Thesis	6
Field Experience (9 or 12 Hours)		
COE 8053	Practicum (Prereq: COE 8023, 8013, 8043, 8903 EPY 8263)	3
COE 8730 OR	Internship (Prereq: COE 8053)	6
COE 8150	Academic Year Long School Counseling Practicum (Prereq: COE 8023, 8013, 8043, 8903, EPY 8263)	6
COE 8740	Academic Year Long School Counseling Internship	6

(Prereq: COE 8150)

Transfer (9 Hours)

A maximum of 9 semester hours may be transferred from an accredited institution with advisor's approval.

E. Thesis

Each student in the Ed. S. degree program is required to write a thesis for six hours of credit or a special problem for three hours of credit. The thesis will be a report of either an historical, survey, descriptive, or experimental research study and will be written using a format approved by the program committee. The thesis may be an original contribution or replication of significant research as approved by the graduate committee. The student must submit a proposal outlining and describing the nature of the thesis to his/her graduate committee before beginning any extensive work. After completion of the thesis, the student will defend the work in an oral examination by the graduate committee. In addition, the thesis copies must be submitted to the Office of Graduate Studies, following the guidelines of that office. The grade assigned for the thesis will be a letter grade and cannot be assigned until the final product is approved by all committee members. The completed and approved work should be assembled in bound form and copies given to each committee member prior to deadline for submitting theses and dissertations to the Office of Graduate Studies (published in the current *Bulletin of the Graduate School*).

F. Directed Individual Study/Special Problem Research - (Ed. S. research)

Each student in the Ed. S. program is required to demonstrate competency in the analysis and interpretation of research data. To satisfy this requirement, students may write a thesis (COE 8000) for six hours of credit or complete a research focused Directed Individual Study (COE 7000) for three hours of credit.

Ed. S. graduate students may have received credit for COE 7000, which was completed as a "tutorial course contract." Credit for this type of directed individual study may not substitute for the required research activity.

The research-focused *Directed Individual Study/Special Problem* will involve three credits and 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. After completion of the research-focused *Directed Individual Study/Special Problem*, the final draft must be presented to the student's graduate committee. The student will meet with the committee to present research findings and to review editorial changes with the committee. The committee votes pass/fail. A final grade assigned for the directed study will be a letter grade and cannot be assigned until the final product is approved by all committee members. The completed and approved work should be assembled in bound form and copies given to each committee member.

G. Transfer Credit

Within the 48 hour programs, a maximum of nine semester hours may be transferred from another accredited institution or from off-campus or resident centers of Mississippi State University, provided the courses are appropriate to the student's program and the student's committee approves. Within 60 hour programs, a total of 18 hours may be transferred. Courses not part of a degree program accepted for transfer credit from another accredited institution should be less than six years old at the time the program is developed. In the event that the student's committee decides to accept transfer credit as a part of the student's program, the graduate committee should have adequate documentation from the institution where the credits were earned verifying that the courses would be accepted as a part of a specialist degree at that institution. A minimum of 18 semester hours must be earned at the Mississippi State University main campus and the College Park Campus at Meridian, or both. Grades of "C" or lower are not acceptable for transfer.

H. Time Limit

All work for the Ed. S. degree must be completed within a period of time not to exceed 8 years. The time limit begins when the first course on the Ed. S. is taken. Courses taken as part of the master's program or for which transfer credit was given are excluded. The Graduate Council has reiterated the importance of completing degree requirements within the designated time limit.

I. 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 a department other than the department in which the area of program emphasis is located. The latter member may be from another department within the College of Education or from a department outside the College of Education, depending upon the supporting area(s) selected. The graduate committee is chaired by the major advisor representing the area of program emphasis and must be appointed within the first six hours of course work taken after the student has been admitted into the Ed. S. program. The major professor or the departmental graduate coordinator should complete the appropriate form requesting the appointment of the committee members before the program of study is submitted.

J. Educational Specialist Comprehensive Examination

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

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 individual departments. Students should check with the departmental graduate coordinator. The College of Education *Graduate Programs Handbook* contains information regarding this examination. In this department, 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 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 Studies. If the student performs exceptionally well on the written examination, the committee may agree to waive the oral examination.

1. Application for Final Examination

Application for the examination should be made through the graduate coordinator of the major department concerned. This is separate from the application for graduation filed with the Registrar's Office.

2. Checklist for Eligibility for Final Examination and/or Graduation

The Ed. S. check list should be completed as part of the application for the final examination.

3. Content and Purpose of the Final Examination

The examination should show (a) thorough familiarity with the literature in the area of program emphasis and supporting area and (b) general knowledge and training (including use of oral and/or written English). The thesis or special problem will not be covered on the comprehensive examination. The examination will be arranged and administered by the department in which the area of program emphasis is located. The decision concerning whether the student passes or fails the comprehensive examination will be made by the graduate committee in accordance with the grading policy established by the department in which the area of program emphasis is located. The results will be reported to the Office of Graduate Studies.

4. Failure of the Final Examination

If a student fails the final (comprehensive) examination, the student must reapply for graduation through the Registrar's Office prior to the deadline for same, as outlined in the current *Bulletin of the Graduate School*. The student must also reapply for the examination through the major department and should do this during the early part of the term in which graduation is anticipated. The student must be enrolled in a minimum of one semester hour of credit to retake the examination. Students for the Ed. S. degree will be allowed to take the comprehensive exam a maximum of two times in their efforts to pass the examination. If the student fails the exam two times he/she will be dismissed from the program.

Students who are dismissed for failure of the Comprehensive Examination may petition the Department Student Retention Committee for reinstatement in the degree program. Should a student be reinstated by the committee, he/she may take the examination one additional time only after six additional credit hours of study are added to the graduate program. These six hours should be corrective in nature and determined by the student's advisor/committee. The student must complete and make a grade of "B" or better in each of the two courses added in order to be eligible to take the comprehensive examination a third time. If a student fails to make a grade of "B" or better in the two additional courses or fails the comprehensive examination once after completing the added courses, termination of the student from the degree program will be recommended to the Office of Graduate Studies.

VI. Doctoral Degree Programs

A. Ph.D. Degrees in Counseling and School Counseling

The department offers two Ph.D. degrees in counseling:

- “PHCE” is the department’s Counseling program. The PHCE program is for doctoral students with a concentration in Clinical Mental Health or Rehabilitation.
- “PHSE” is the department’s School Counseling program. The PHSE program is for doctoral students with a concentration in School Counseling.

Students accepted into either of the Ph.D. programs must hold a Master’s degree from a CACREP accredited program in Counselor Education or satisfy the CACREP Master’s curriculum requirements in their doctoral program of study. The minimum number of graduate hours in a Ph.D. program is 81 hours. Most students who hold a CACREP approved master’s degree may complete their Ph.D. program in 3 years.

B. Work Experience

Students in the Doctor of Philosophy in Counseling with a concentration in Clinical Mental Health or Rehabilitation program must have a minimum of two years of acceptable work experience. Two years of experience as a school counselor is required for Ph.D. students with a concentration in School Counseling.

C. Academic Requirements

Students accepted in the Ph.D. program in counseling must hold a master's degree from a CACREP accredited program in Counselor Education or meet CACREP curriculum requirements in their doctoral program of study. CACREP accredited master’s degree programs include the required course work in the MSU Master of Science core curriculum.

CACREP accredited programs, including MSU's Master’s degree in Counseling, includes a 100-hour practicum and a 600-hour internship.

In addition to all academic requirements of the Department of Counseling, Educational Psychology and Foundations, the Office of Graduate Studies, and the College of Education, students are required to demonstrate professional commitment to the field of counseling and should attempt to make full use of their graduate experience. Commitment may be demonstrated by field experiences and internships, membership in professional organizations, 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 training by participation in workshops and in-service training.

D. Doctoral Programs Curriculum Requirements

1. PHCE - Counseling: Clinical Mental Health & Rehabilitation

The course work from the master’s degree is acknowledged as preparation for doctoral studies. This doctoral program is built on specialty course work and experience in the areas of Clinical Mental Health and Rehabilitation. If a student is missing any course work that normally is completed as part

of a CACREP-approved master's degree, the missing course work will be incorporated into doctoral studies.

Course	Title	Hours
Research and Education Core (19 Hours)		
COE 8063	Research Techniques in Counseling (or Master's Level Equivalent)	3
EPY 8214	Advanced Ed & Psych Statistics (Prerequisite: EPY 6214)	4
EPY 9213	Advanced Analysis in Educational Research	3
EPY 9263	Applied Research Seminar	3
HED 8133	University & Community College Instruction	3
One additional statistics/research course		3
EDF 9443	Single Subject Research Design or	
EDF 9453	Qualitative Techniques in Educational Research or	
HI 8923	Historiography and Historical Methods or (Other approved graduate course in research or statistics)	
Doctoral Counseling Core + Dissertation Research (38 Hours)		
COE 9013	Counseling Supervision	3
COE 9023	Advanced Counseling Theory	3
COE 9033	Advanced Seminar Research	3
COE 9043	Advanced Group Work & Systems	3
COE 9073	Advanced Multicultural Counseling	3
COE 9083	Advanced Assessment Techniques in Counseling	3
COE 9000	Dissertation / Research	20
Field Experience (9 Hours)		
COE 9743	Advanced Doctoral Practicum [300 – hours]	3
COE 9756	Doctoral Internship [600 – hours]	6
Approved Electives (3-15 Hours) (courses such as the following)		
EPY 8223	Psychological Foundations of Education	3
EDF 9313	Philosophy of Education	3
Minor or Focus Area (12-18 Hours)		

2. PHSE—School Counseling

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

Course	Title	Hours
Research and Education Core (19 Hours)		
COE 8063	Research Techniques in Counseling (or Master's Level Equivalent)	3
EPY 8214	Advanced Ed & Psych Statistics (Prerequisite: EPY 6214)	4
EPY 9213	Advanced Analysis in Educational Research	3
EPY 9263	Applied Research Seminar	3
HED 8133	University & Community College Instruction	3
One additional statistics/research course such as		3
EDF 9443	Single Subject Research Design or	
EDF 9453	Qualitative Techniques in Educational Research or	
HI 8923	Historiography and Historical Methods or (Other approved graduate course in research or statistics)	3
Doctoral Counseling Core + Dissertation Research (38 Hours)		
COE 9013	Counseling Supervision	3
COE 9023	Advanced Counseling Theory	3
COE 9033	Advanced Seminar Research	3
COE 9043	Advanced Group Work & Systems	3
COE 9073	Advanced Multicultural Counseling	3
COE 9083	Advanced Assessment Techniques in Counseling	3
COE 9000	Dissertation / Research	20
Field Experience (9 Hours)		
COE 9743	Advanced Doctoral Practicum [300 – hours]	3
COE 9756	Doctoral Internship [600 – hours]	6
Approved Electives (3-15 Hours) (Courses such as the following)		
EPY 8223	Psychological Foundations of Education	3
EDF 9313	Philosophy of Education	3
Minor or Focus Area (12-18 Hours)		

There are other important requirements for the doctoral degrees at Mississippi State University. It is the student's responsibility to know them and to make sure his/her program of study conforms to them. When in doubt, the student is urged to consult with his/her faculty advisor.

E. Minor Area Requirements (12-18 hours)

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

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

F. Focus Area Requirements for PHCE and PHSE Doctoral Students (12-18 hours)

1. Rationale

Counseling is a broad field. Counselors benefit from the endeavors of many other professionals with different training and backgrounds. The focus area requirements are designed to give students the opportunity to benefit from a broad array of theory, practice, and research in fields related to counseling. The focus area option provides an opportunity for an individual to present to the department knowledge gained in other fields of study. Course work for the focus area may come from any academic field of study if the field will benefit the student as a counselor educator, supervisor, researcher, or practitioner.

2. 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 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.

3. 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 considered to be of superior quality and appropriate for inclusion in 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 QPA 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.

G. Time Limit to Complete Doctoral Studies

After admission to the doctoral programs in counseling, the faculty expects doctoral students to work toward earning the doctoral degree in a regular, consistent manner. Students should enroll at MSU each semester until completion of the doctoral program. Faculty are not permitted by University policy to advise, review dissertation drafts, or instruct students who are not enrolled. The university's continuous enrollment policy requires doctoral students to be enrolled each semester or they will be dropped from the graduate school. To be continuously enrolled, the student must enroll in at least one credit hour each spring and fall semester. The doctoral student must complete the degree program within 5 years after passing the preliminary comprehensive exam.

H. Establishment of Doctoral Degree Residency

Doctoral students will be required to complete one-half of required course work and all dissertation credits from Mississippi State University. Residency may be met:

- by taking a minimum load of nine hours per semester for two sequential regular semesters-- Fall/Spring or Spring/Fall,
- by taking a minimum load of nine hours per summer session for two consecutive regular summer sessions (a regular summer session is defined as the 10-week period that is separated into two 5-week terms), OR
- by consecutively taking a minimum load of nine hours for a regular semester and a minimum load of nine hours for a regular summer session--Spring/Summer or Summer/Fall.

The student must be in continuous residence for two periods of enrollment (as defined above) on the main campus of Mississippi State University following the completion of the master's and/or educational specialist degree(s). Only three hours of dissertation research may be applied toward meeting the residency requirement in any given semester or summer session (the five-week terms and/or the ten-week term). Students seeking to satisfy residency requirements via the two consecutive regular summer sessions should be aware that all course requirements for the degree may not be offered during the summer session.

I. Graduate Committee

The graduate committee for students in the Doctor of Philosophy in Counseling and School Counseling should be composed of at least five members: the major professor or chairperson, the minor or focus professor, and at least three other members. A majority of the committee members' academic background should be in the student's program area. The director of the

dissertation should be a member of the student's program area and hold Graduate Level I status 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.

The primary responsibility of the graduate dissertation committee is to supervise the student's research and writing of the dissertation in the area of specialization. The members should be chosen with this mission in mind. The committee members may or may not be faculty members in the College of Education. In any case, no more than four of the five committee members can be from the department in which the area of program concentration is located so that the interdisciplinary nature of the degree can be maintained. A director of the dissertation will be designated in accordance with the student's dissertation topic. If deemed appropriate by the dissertation committee, the student's program of study may be adjusted to provide the necessary background to support the dissertation research.

The major professor and counseling graduate coordinator should request the appointment of the appropriate members to the committee before the program of study is developed. This request should be made via the Office of Graduate Studies form entitled Committee Request Form. The Committee Request Form should be signed by the counseling/programs graduate coordinator as well as the minor graduate coordinator. The committee should be constituted prior to the end of the second semester of full-time enrollment. Changes in the graduate committee should be made via the form entitled Committee Request Change Form.

J. Development of the Program of Study

For the Doctor of Philosophy degrees in Counseling and School Counseling, the courses must be listed on the form entitled Graduate Program of Study for Ph.D. and appear on the doctoral program of study. Courses transferred from another institution and accepted as part of the doctoral program of study should be listed on the form entitled Transfer Approval Form. All of the student's graduate committee members sign the program of study form(s). Additionally, the graduate coordinator in the major and minor/supporting areas must sign the forms.

The counseling programs graduate coordinator should forward the original and one copy of the completed form(s) of the program of study to the Office of Graduate Studies. When the approved program of study is returned to the graduate coordinator, a copy of the approved program of study should be placed in the student's file and a copy should be sent to each committee member. The program of study is to be submitted during the second semester of full-time study or prior to the completion of at least 12 semester hours of graduate course work.

K. Minors

The option or requirement of a minor is at the sole discretion of the major area in which the program is offered and must be designated on the student's program of study. Minors may be obtained only in established areas of graduate study at Mississippi State University. A minor in a doctoral program requires at least twelve hours of graduate course work; approval of the student's major professor; approval of the graduate coordinator from the minor area; a member from the minor area on the student's graduate committee; and any additional requirements as specified by the major and minor areas.

L. Changes in the Program of Study

Any changes in a student's program of study must be approved and signed by all members of the graduate committee. The major professor, counseling programs graduate coordinator and student are responsible for ensuring that all necessary changes in the program of study are made and approved by the Office of Graduate Studies. 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.

M. Transfer of Credits

Graduate credit earned in other recognized institutions may be transferred to Mississippi State University. The amount of transferred credit may not exceed 40 semester hours, unless one has an Educational Specialist degree. Credits for which grades of "C" or less were earned cannot be transferred. The preliminary examination(s) must be taken at Mississippi State University and may cover any course(s) for which credits are transferred.

N. 8000 Level Courses

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.

O. Continuous Enrollment Following Admission to Candidacy

All students who have completed their course work and/or have been admitted into degree candidacy must be continuously enrolled during at least two academic terms (summer is considered one term) per year. For students writing a dissertation, continuous enrollment will be achieved by their registering for at least one hour of dissertation credit. After accumulating the required 20 hours of dissertation credit, students will register by paying a continuous registration fee equivalent to taking one in-state credit hour; no credit hours will accumulate. Students who fail to maintain a continuous registration will have to reapply for admission.

P. Doctoral Practicum and Internship

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

Q. Knowledge Assessment

Through the comprehensive examination process, doctoral students are given an opportunity to demonstrate (a) mastery of the state of the art in counseling as supported by research and theoretical literature; (b) an understanding of the relationships among the various areas of counseling; (c) the ability to apply, analyze, synthesize, and evaluate knowledge gained in relation to problems encountered in counseling, and (d) the ability to present answers in an organized, research based,

and grammatically acceptable fashion. Specific knowledge will be assessed in the counseling foundations. The student's specialty area will also be assessed in all of the following content areas:

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

R. Doctoral Research Skill Requirements for Counseling

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

1. Research Skill 1

1. Completion of course work:

a. Completing four of the required research and statistics courses at MSU (see list of courses below)

Ph.D. Degree Required Courses

COE 8063	Research Techniques for Counselors (or masters degree equivalent)
EPY 8214	Advanced Educational & Psychological Statistics
EPY 9213	Advanced Analysis in Educational
Research EPY 9263	Applied Research Seminar
EDF 9443	Single Subject Research Designs in Education, or
EDF 9453	Qualitative Techniques in Educational Research

b. Having a cumulative GPA of 3.40 on course work in research and statistics; and

c. Having completed research/statistic course work not taken at Mississippi State University within 6 years prior to completing the Doctoral Research Skill Requirements.

OR

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

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

- b. The project will conclude with a final document containing an analysis and interpretation of original data and will be submitted to the student's major professor and doctoral committee for evaluation.

AND

2. Research Skill 2

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

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

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

S. Written Preliminary Examination (WPE)

1. Eligibility Requirements for Ph.D. Students

The student must have completed the research skill requirements (see previous page), successfully passed the minor or focus area, completed all required course work (excluding Practicum and Internship), have at least a 3.00 GPA, and be enrolled for at least one semester hour during the semester in which the WPE is administered. The WPE will be scheduled three times a year. At least 90 days before the WPE is scheduled, students must apply through the Counseling Programs Graduate Coordinator to take the WPE. This application will include a copy of the student's Committee Request form and a complete Doctoral Program of Study.

2. WPE Content

The WPE is constructed as essay questions by the program faculty in counseling and scored by the counseling faculty serving on the doctoral committee. Students are expected to begin to study for the comprehensive examination at least 3 months prior to taking the examination. Students are allotted two days to answer the WPE essay questions. All doctoral students are required to type or word process their answers.

The examination consists of eight essay questions – four on the foundations and four on the concentration to be given over a two day period. A jump drive will be provided for use in “saving” answers at the end of each exam period. Students should be prepared to submit a reference list for each question answered; however, items such as word finders, calculators, or other materials are not allowed in the examination area. The exam will be graded by the members of the student's doctoral committee and the results forwarded to the student approximately two weeks following the exam.

The written examination is divided into two sections: Foundations of Counselor Education and the Concentration Area. The foundation section examination has questions that cover the following areas:

- theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;
- theories and practices of counselor supervision;
- instructional theory and methods relevant to counselor education;
- pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning empowerment and social justice, and professional leadership;
- design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- models and methods of assessment and use of data; and
- ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).
- advanced clinical assessment

The concentration examination focuses on the area of concentration in the student's doctoral program: Clinical Mental Health, Rehabilitation, or School. The examination is administered over a two day period. Each day consist of two, four-hour periods
– 8:00 a.m. to 12:00 noon and 1:00 to 5:00 p.m. with a one-hour lunch break.

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

A student who fails the written preliminary examination cannot apply for another examination until one full semester has elapsed from the time of the first examination. The student must retake only the parts of the examination that were failed. Two failures on the written preliminary examination will result in the student being terminated from the degree program.

T. Oral Preliminary Examination (OPE)

The oral preliminary examination should be scheduled immediately after the student is notified by the major professor that the student has passed the written preliminary examination. The student must be enrolled during the semester in which the examination is administered. It is the student's responsibility to schedule the oral preliminary examination at the specified time.

The OPE will be conducted by the doctoral committee with each member permitted to ask questions. The minor or focus professor asks questions in their area. The student will be expected to demonstrate (a) thorough familiarity with literature germane to the concentration area; (b) understanding of the relationships among the various areas of counselor education, and other related fields; (c) general knowledge and training including the use of oral English; and (d) the ability to apply, synthesize, and evaluate knowledge gained in the doctoral program. To perform well on the

OPE, the student must think quickly, orally express ideas and thoughts fluently and competently, and express opinions in a well-articulated, logical, and comprehensive manner.

Oral preliminary examinations are not to be held in the absence of the major professor and dissertation defenses are not to be held in the absence of the dissertation director. Neither oral preliminary examinations nor dissertation defenses are to be held with fewer than five committee members present (a maximum of two of whom may be substitutes). Should any member of the approved committee be absent, a negative decision will be recorded as their committee vote.

The result of the oral preliminary examination will be reported on the appropriate form signed by the major professor, and forwarded to the Office of Graduate Studies. If the student passes the oral preliminary examination, the major professor should provide the student with feedback relative to points/concepts/issues on which the student's answers appeared confused. The purpose of this feedback is to insure that the student does not remain misinformed or uninformed on important concepts/issues covered in the oral examination. If the student fails the oral preliminary examination, each committee member at the student's request will provide specific feedback concerning the student's performance and give suggestions on how to improve this performance.

A student who fails the oral preliminary examination cannot apply for another examination until a full semester has elapsed from the time of the first examination. Two failures on the oral preliminary examination will result in the student being terminated from the degree program.

U. Doctoral Minor in Counseling

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

VII. Practicum and Internship in the Counseling Programs

The practicum and internship experiences are very important parts of the degree program. It is anticipated that students will have the opportunity to use and apply the skills developed in the degree program at the placement site. Practicum is designed to help students begin to apply theory to practice. Internship is recognized as the transitional step between academic training and the world of professional practice. Practicum is the minimal prerequisite to Internship. All field placement experiences should provide the opportunity to observe and work closely with full-time staff.

To ensure that students' individualized career goals are met during the practicum and internship experience, arrangements are negotiated between the student, the on-site internship supervisor, and the university supervisor (usually the student's practicum or internship instructor). The unique nature of this training situation creates some special concerns that must be recognized. While the primary function of any site is service to consumers, those agencies and institutions that accept practicum and internship students for training must also recognize their educational responsibility to the student. The dual nature of training cannot be overlooked. It is expected that students' training needs and the service needs of the agency will both be met through practicum and internship experience. Due to the significance of the Practicum and Internship classes in preparing counseling students, a mandatory meeting will be conducted between students and faculty members. The mandatory meeting will be conducted one semester prior to enrollment in the Practicum and Internship classes.

A. Selecting a Practicum or Internship Site

Selecting the most appropriate site for a student is very important. To be approved as a practicum or internship site, an agency must offer an organized and varied training experience in which students receive ongoing individual supervision of their field experience. Prospective sites should provide students with a description of the services provided by the agency and the activities in which practicum and internship students typically engage. Students and potential site supervisors should compare students' training needs and expectations with the opportunities available to ensure the best fit for both the site and the student.

Students are instructed to follow these steps in selecting a practicum or internship site:

- Students should discuss possible sites with their faculty advisor early in the program. The first term is not too early to begin thinking about practicum and internship. Students are encouraged to construct an entire plan for course completion before beginning the degree program. Students should sequence their courses in such a manner that they may register for the practicum by the third semester.
- Some students prefer completing the practicum and internship at different sites so they can experience more than one professional environment. Other students prefer taking both the practicum and internship at the same site so they can have a more long-term and in-depth experience. There are advantages and disadvantages to both approaches, which should be discussed with the academic advisor.

- Visit the professional field agencies. Students may wish to visit some of the sites early in their program to gain information about potential placements for the future. Students are advised to identify more than one potential site so they will be able to select the facility that best meets their needs. Locating out-of-state internship sites usually involves more time and greater patience.
- Approach the practicum and internship search in a manner similar to that involved in seeking a professional counseling position. Compose a resume that includes relevant graduate level course work and prepare a letter of introduction that can be given to potential site supervisors. Prior to interviewing at a given facility, they are advised to obtain information about the site by visiting the facility on an informal basis and by contacting other students who have previously completed a practicum or internship at this site. Students should compare their training needs and expectations with the opportunities available at a site in order to select the training experience that best suits their educational goals.
- Internship students are expected to be involved in those activities in which regular staff are engaged. Internship programs that limit or narrowly define an intern's role (i.e., doing intake interviews only) will not receive departmental approval.
- Schedule a meeting with the faculty advisor at least two terms before the placement will occur. Discuss sites reviewed and any additional possible sites. Select one to three sites to visit and discuss the possibility of a practicum or internship placement.
- Contact persons at practicum and internship sites have the option of offering or declining to offer a placement. Approach each visit just as a job interview. In some instances, sites will hire practicum or internship students before they begin their placements. Although there is no guarantee that students will be paid for the services they render during their practicum and internship, some sites do pay students.
- When the site has been selected; an Application for Practicum or Internship Placement must be completed (which includes proof-of-liability insurance coverage for the complete semester) and submitted to the Clinical Coordinator, prior to the semester in which the student will collect hours for either the practicum or internship. Students may not begin their placement until the application has been approved.
- Once a placement has been offered and accepted students should meet with their site supervisor and develop a clear list of tasks in which students will be engaged.

B. Required Hours

- All master's students must complete at the minimum, one 100-hour practicum and one 600-hour internship in their degree programs. All doctoral students must complete at minimum, one 300-hour practicum and one 600-hour internship in their degree program.
- All practicum and internship students must insure that 40% of their hours include direct service to clients, students, and/or consultees. Therefore, master's students in practicum must complete 40-hours of direct service, 10 hours of which must be group work. Master's students in internships must document a minimum of 240-hours of direct service. Doctoral students in practicum must complete 120-hours of direct service, and for internship, 240-hours of direct service. Direct service may be in the form of all individual or a combination of individual and group work (e.g., individual counseling, advising, group, family, or couples work, group advising, intake sessions, and testing and assessment).
- All students in practicum or internship experiences must receive a minimum of one hour a week of individual, face-to-face supervision with their on-site supervisor.

The chart below outlines the total number of on-site hours required:

Master's Degree Students (Includes school counseling students with Standard Educator License)		
	Practicum 100 hours	Internship 600 hours
Direct Service	40 hours	240 hours
Group Work	10 hours	60 hours
Individual On-Site Supervision	1 hour per week	1 hour per week
Group Supervision	1 ½ hours per week	1 ½ hours per week

School Counseling Master's Degree Students (Students without a Standard Educator License)		
	Practicum 600 hours	Internship 600 hours
Direct Service	240 hours	240 hours
Group Work	60 hours	60 hours
Individual On-Site Supervision	1 hour per week	1 hour per week
Group Supervision	1 ½ hours per week	1 ½ hours per week

Doctoral Students		
	Practicum 300 hours	Internship 600 hours
Direct Service	120 hours	240 hours
Individual Supervision	1 hour per week	1 hour per week
Group Supervision	1½ hours per week	1 ½ hours per week

C. General Information

- University faculty advisors assist students in selecting practicum and internship sites.
- Applications and other relevant paperwork must be submitted during the semester prior to the beginning of the experience.
Students must submit signed applications before being approved to register for class.
Applications must be approved before students begin to collect hours. Applications will not be accepted after the first day of regular semester classes.

Please note that hours collected before the practicum or internship is approved will not be counted. It is the student's responsibility to insure that permission is secured.

- It is the student's responsibility to insure that their supervisors have the appropriate credentials. All supervisors must have a minimum of two years post-Master's experience.

In addition: School Counseling supervisors must be Licensed School Counselors, Rehabilitation Counseling supervisors must be Certified Rehabilitation Counselors, and Clinical Mental Health Counseling supervisors licensed as Professional Counselors are preferred. All doctoral students must be supervised by a Doctoral-level counseling supervisor.

- Students should keep copies of all information (e.g., logs, evaluations, applications) they submit.
- Students must submit all forms (e.g., logs, evaluations) before the due date at the end of the semester in which they are registered in order to receive a grade.
- All students seeking practicum or internship will provide written proof of liability insurance coverage prior to approval to register for class. They may obtain liability insurance through professional associations (e.g. American Counseling Association, National Rehabilitation Counseling Association, American School Counseling Association, etc.) or private insurance agents.

D. Supervision and Attending Practicum or Internship Class on Campus

- All practicum students are expected to attend the practicum class during the entire semester that they are collecting hours (regardless of when they have completed their number of contact hours).
- Practicum students are expected to receive a required 1 1/2-hours of supervision during the weekly class. They also are expected to receive one-hour of individual supervision per week from their site supervisor and one-hour of individual supervision per week from their practicum instructor. Practicum students not receiving the 2 1/2 -hours of weekly supervision cannot count the weekly client hours as part of practicum.
- Masters level internship students are expected to attend a weekly internship class throughout their 600-hour internship. All internship students must have one-hour of individual supervision from their site supervisor and 1 1/2-hours of group supervision (the internship class meeting) per week from their university supervisor during the time they are collecting internship hours. In addition, students are expected to meet their individual university supervisor once a week. Only students living out of the 50-mile radius of Mississippi State may request permission to receive their individual and group supervision on-site. Students, who plan on doing their internship outside of a 50-mile radius of either campus, should note this on their application and download the *Approval Form for Internship Students to Receive Both Individual and Group Supervision On-Site*.

E. Supervisory Evaluation

Each person who provides supervision to a practicum or internship student must complete a Supervisory Evaluation form at mid-semester and at the end of the student's field experience. Supervisors are expected to review their evaluations and recommended grades with students before submitting the evaluation form to the instructor of record for the specific semester of fieldwork. It is strongly recommended that students use this same form to rate themselves and that the evaluation process includes a comparison of student's and supervisor's ratings. Supervisors are also encouraged, but not required, to include a letter summarizing their evaluation of the student's performance that may be kept in the student's file.

F. Evaluation of Progress

At the mid-point of the practicum or internship experience, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience. A rating of N/A (not appropriate or not observed) should be used if the student has not had the opportunity to demonstrate, or the supervisor has not the opportunity to observe, competence in a particular area.

It is essential that supervisors engage in ongoing assessment of the student's performance. If a final recommended grade of C or below is warranted, this should not come as a surprise to the student. If there are any problems with the student's performance, the supervisor is expected to communicate this to the student and his or her instructor. A remediation plan will be developed by the supervisor and student and submitted to the student's instructor. If a remediation plan is developed, the instructor should be provided with verbal and/or written feedback from both the student and supervisor on a weekly basis as to the student's progress.

Such plans must include a clear description of the problem(s) and behavioral indicators of acceptable performance rather than vague statements such as, "Ms. Smith is resistant to supervision."

For example:

Problem: Ms. Smith has been late for three supervision sessions.

Expectation: Ms. Smith will be on time for all supervision meetings for the remainder of her internship.

Problem: Ms. Smith comes to supervision without cueing tapes of client sessions.

Expectation: Ms. Smith will have at least two tapes cued for each supervision session. At minimum, she will be ready to discuss the following: (1) what has occurred up to that point in the session; (2) what she believes she did effectively; (3) what questions or concerns she has about what occurred in session or about her treatment plans.

G. Practicum and Internship Responsibilities

Advisor:

- Meets with student at student's request and helps him/her select potential placement.
- Is familiar with approved and potential placement sites.
- Develops new field placement sites.
- Takes responsibility for student securing a site.

Student:

- Selects potential sites in consultation with advisor.
- Schedules and completes interviews with on-site contacts.
- Submits application and other required paperwork for practicum or internship placement well in advance of deadline.
- Secures and maintains professional liability insurance. Submits documentation of insurance to the University before beginning placement.

- Performs all duties in accordance with state laws and the Ethical Standards of the American Counseling Association.
- Arranges a work schedule with the site supervisor.
- In consultation with site and university supervisors, develops goals and objectives for his/her experience and submits this to his/her university supervisor by the second class.
- Attends all individual and group supervisory sessions and required class meetings.
- Completes the experience requirements (100 hours for practicum including a minimum of 40 hours of direct service and 10 hours of group work; 600 hours for internship including a minimum of 240 hours of direct service).
- Adheres to the policies and operational procedures of the site and performs site responsibilities in a professional manner as if a paid employee.
- Submits required log and other required materials at the end of the placement experience.
- Complies with all legal and ethical regulations; brings all potential legal and ethical issues to the attention of university and site supervisors.
- Takes responsibility in obtaining health insurance. Please note that students are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements.
- Provide program-appropriate audio/video recordings for use in supervision or participate in live supervision.
- Discuss with the university faculty supervisor the possibility of seeing clients in the Counseling and School Psychology Lab, if necessary for completing audio/videotaping for course requirements, prior to seeing any clients.

Clinical Coordinator:

- Reviews applications and approves or denies.
- Collects (and maintains for five years) copies of all clinical documents required by accrediting organizations.
- Coordinates with sites regarding the numbers of students to be placed at each site and with each supervisor.
- Maintains appropriate contacts throughout the process with student, advisor, and university and site supervisors.
- Consults as needed with site and university supervisors regarding problems with the student's placement.

On-Site Contact Person:

- Interviews potential practicum or internship students and indicates preferences among those students for site placement, without discrimination in relation to race, religion, gender, national origin, disability, or sexual orientation.
- Informs students interviewed as to whether they will be offered a practicum or internship placement. Note that the number and assignment of trainees will be mutually agreed upon between the site and the university coordinator.
- Assigns accepted students to qualified on-site supervisors (a person who has a minimum of a master's degree in counseling, psychology, or clinical social work and two years of relevant, post-graduate experience).

- Provides adequate work space, access to telephone, and necessary supplies and equipment for the student.

On-Site Supervisor:

- Negotiates with the student, practicum/internship hours and responsibilities.
- Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
- Develops goals and objectives with the student for his/her experience by the second class.
- Attends the fall or spring semester orientation and training session.
- Insures that the student has appropriate experience(s) during the placement based on student's goals and objectives.
- Meets at least one-hour each week with student for individual/and or triadic supervision throughout the practicum/internship.
- Meets with the university faculty supervisor for orientation, assistance, and consultation as needed throughout the practicum/internship experience.
- Provides a written evaluation of the student's performance at mid-semester and at the end of the placement. Evaluations are to be submitted to the student's university supervisor.
- Attends professional development sessions which benefit supervision practice.
- Maintains contact with university supervisor for assistance and consultation relating to student's progress.
- Engages in ongoing assessment of the student's performance and communicates with the university supervisor about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and university supervisor will develop a remediation plan and submit it to the student's instructor.
- Maintains confidentiality regarding information obtained during supervision with the student.

University Practicum or Internship Supervisor:

- Meets with site supervisors at the beginning of the student's practicum or internship experience to provide individual orientation and assistance to the site supervisor.
- Approves student's goals and objectives to be pursued at site.
- Explains the requirements of the experience and provides pertinent information.
- Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
- Provides supervision to the students in a group setting for 1 ½ hours of weekly supervision.
- Reviews work samples (audio/video tapes) of the student's field work.
- Appropriately maintains confidentiality about information obtained during supervision.
- Communicates biweekly with site supervisors.
- Collects logs and supervisor evaluations from each student.
- Completes an evaluation for each student.
- Submits all evaluations and logs to Clinical Coordinator at the end of term.
- Assigns grades to students for the practicum and internship experience.

H. Task/Content of Supervision Suggested Areas for Evaluation

- Competence/Skill Mastery
- Awareness of Self
- Emotional Awareness
- Cognitive Awareness
- Awareness of Consumers
- Awareness of Interpersonal Dynamics
- Understanding of Theoretical Concepts/Identification of Theoretical Identity
- Personal Motivation--Overcoming Personal and Intellectual Obstacles
- Maintaining Standards of Service
- Professional Ethics
- Understanding Process Issues
- Respect for Individual Differences
- Appropriate Level of Autonomy
- Continuation of Learning/Professional Development

I. Ethical Issues in Supervision

Informed Consent

Supervisors have a responsibility to incorporate the principles of informed consent as these relate to their supervisees and the clients who they serve:

- Supervisors adequately discuss with supervisees expectations, roles, and rules related to the supervisory relationship.
- Supervisees should be aware of procedures for contacting their supervisors or an alternate supervisor in cases of crisis situations.
- Supervisees and supervisors should clearly review expectations of performance (e.g., what supervisees' work assignments/responsibilities will entail), evaluation criteria and procedures, and due process and appeal procedures of their institution.
- Supervisors must be sure that consumers are aware that their counselors are being supervised, the parameters of that supervision, and how this influences confidentiality (e.g., tapes will be reviewed by supervisor and a supervision group).

Confidentiality

Supervisors make every effort to safeguard confidentiality within both the therapeutic and supervisory relationships.

- Supervisors work to ensure supervisees' awareness of and respect for consumers' rights to privacy and confidentiality in their working relationships and the information resulting from it (e.g., case notes, test results).

- Supervisors help supervisees differentiate between confidentiality, privacy, and privileged communication. Supervisees need to be aware of agency policies regarding procedures for obtaining consumers' consent for release of information.
- Supervisees should understand when confidentiality must be broken and how this should be done.
- Supervisors are responsible for protecting supervisees' right to privacy and confidentiality. It is important for supervisors and supervisees to review the limits of confidentiality within the supervision relationship.
-

Multiple Relationships

Despite the inherent duality in the supervisory relationship, supervisors are responsible for creating and maintaining appropriate relationship boundaries with supervisees.

Social and Sexual Relationships

- Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisees. They are aware of the differential in power that exists and the supervisee's possible incomprehension of that power differential.
- Supervisors should not engage in social contact or interaction which would compromise the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.
- Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment.

Counseling Supervisees

- Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- If supervisees request counseling, supervisors provide them with acceptable referrals. Supervisors do not serve as counselors for supervisees over whom they hold administrative, teaching, or evaluative roles.
- Supervisors do not accept close relatives as supervisees.

Multiple Supervisory Roles

- Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), the roles should be divided among different supervisors when possible. When this is not possible, it is important to carefully explain to supervisees the expectations and responsibilities associated with each supervisory role.

Competence

Supervisors have multiple responsibilities. They must balance their responsibilities to protect the consumers' well-being while simultaneously promoting supervisees' professional development.

- Supervisors are responsible for making every effort to monitor consumer welfare, supervisees' performance (actions and non-actions) and professional development, and supervisees' compliance with relevant legal, ethical, and professional standards of care.

- To assist in monitoring both consumer welfare and supervisee development, supervisors should meet regularly in face-to-face sessions with their supervisees. Actual work samples (via tape or live observation) in addition to case notes should be reviewed by supervisors as a regular part of the ongoing supervisory process.
- Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.
- Supervisors encourage and assist supervisees in defining their own theoretical orientation toward their work, in establishing supervision goals for themselves, and in learning to monitor and evaluate their own progress toward meeting these goals.
- Supervisors should be competent to assess supervisees' skills and restrict supervisees' activities to those that are commensurate with their current level of skills. At the same time, supervisors must be able to appropriately challenge supervisees in developing additional skills.

Retention/Dismissal/Endorsement

Supervisors are simultaneously facilitators of their supervisees' growth and gatekeepers for the profession. They need to give supervisees every possible opportunity to succeed in their field placements and employment, to keep them informed of their progress, and to dismiss from the site or work setting supervisees who are unable to counsel effectively. We must be fair to supervisees whose performance is inadequate and help them to improve, but also act as gatekeepers to the profession.

1. Evaluation

- Supervisors clearly state to supervisees the levels of competency expected, appraisal methods, and timing of evaluations.
- Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance.
- Supervisors provide students and supervisees with periodic performance appraisals and evaluation feedback.

2. Remediation and Dismissal

- Supervisors have the responsibility of recommending to and securing remedial assistance for supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisee.
- Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued or future employment if the supervisor believes the supervisee is not qualified for the specific tasks associated with employment or is impaired in any way that would interfere with the performance of his/her duties.
- Supervisors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.
- Supervisors seek professional consultation and documentation for their decision to dismiss or refer students and supervisees for assistance. Supervisors assure that supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them.

VIII. Forms

The following pages contain the forms that graduate students will utilize as they complete their specific counseling program. Forms in this section include the following:

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A. Informed Consent Agreement

The course content and experiential activities involved in the programs offered by the Department of Counseling, 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 your ability to function as a counseling or psychology professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Department of Counseling, Educational Psychology, 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 judgment 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.

I, _____ (student's name) have read the *American Counseling Association Code of Ethics and Standards of Practice*, the relevant material in the *Counseling Programs Graduate Student Handbook*, the Counseling Professional Dispositions Statement and the description of course requirements and program experiences required in the curriculum. I agree that the faculty of the Counseling, Educational Psychology, and Foundations has the right and responsibility to monitor my academic and professional ethical behavior.

I am willing to fully participate in the courses and requirements delineated in the *Counseling Programs Graduate Student Handbook*. I also agree to abide by the policies set forth in the Handbook.

Signature

Date

Please give this completed form to your faculty advisor.

Faculty Advisor's Signature

Date

B. Counselor Professional 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 as the educator’s own professional growth” (NCATE, 2000). Dispositions can also be described as attitudes and beliefs about counseling, as well as, professional conduct and behavior. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in counseling settings. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. The MSU Counseling Program addresses the knowledge, skills/performances and dispositions needed by beginning counselors. Professional behaviors and characteristics are described below.

1. **Responsibilities:** Is present, punctual and prepared for classes and field experiences; completes assignments in a timely manner; dependable; cooperative; knows and follows guidelines in course syllabi, university and department handbooks; exhibits dress and grooming appropriate for the setting; self-directed; engages in self-care behaviors; accepts responsibility.

2. **Communication:** Uses appropriate language; demonstrates ability to speak and write with clarity; uses Standard English in writing and speaking; practices active listening.

3. **Interpersonal Skills:** Shows courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging or critical remarks; establishes positive rapport and appropriate relationships; shows sensitivity to others; committed to diversity, and is non-judgmental, open-minded, supportive, and encouraging.

4. **Professional Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; committed to holistic development of students/clients; dedicated to mental health, including, prevention, guidance, and wellness; demonstrates persistence in helping all clients/students achieve success; exhibits personal and professional awareness and caring attitude toward all clients/students; and is multiculturally competent.

5. **Self-Management:** Is mature, exhibits self-control, reacts appropriately under stress; is flexible, adapts to change; able to accept and express different points of view in a professional manner; maintains healthy emotional self-regulation; uses good judgment; accepts responsibility for own actions.

6. **Ethics and Law:** Demonstrates truthfulness and honesty; maintains ethical and legal behaviors; maintains confidentiality; respects intellectual property of others by giving credit and avoiding plagiarism/cheating; adheres to ethics/policies/laws pertaining to the university, department, fieldwork site, state, Federal government, and profession.

7. **Self Reflection:** Engages in problem solving and self-evaluation; continually seeks to improve self-awareness; reflects on decisions made concerning clients/students; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

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

Signature: _

Date:

C. Graduate Student Review and Evaluation

Name: _____ **Student ID** _____

Counseling Concentration: __ **Clinical Mental Health**_ **Rehab**_ **School**_

Degree: _ Master's _ Specialist __PhD

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

Evaluation Scale

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

ACADEMIC PROGRESS

MSU CEP Departmental Student Retention Committee and 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.**

MSU CEP Department Chair reports from the Office of Graduate Studies of unsatisfactory grades (C and below) in any class:

Did the student receive an unsatisfactory grade in a gate keeping course? Yes or No

If yes, please list course (s) _____

Did the student receive a grade below C in any class as reported by the Office of Graduate Studies? Yes or No If yes 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; committed to diversity, and is non-judgmental, open-minded, supportive, and encouraging.			
4. Professional Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; respects individual differences; shows initiative and creativity; committed to holistic development of students/clients; dedicated to mental health, including, prevention, guidance, and wellness; demonstrates persistence in helping all clients/students achieve success; exhibits personal and professional awareness and caring attitude toward all clients/students; and is 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: _____

Academic Advisor: _____ Date: _____

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

D. Comprehensive Disposition Review Form

A faculty member should complete this form at the completion of the following courses in Taskstream: **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.**

Comprehensive Dispositions Review

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

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

Communication Uses appropriate language			
Communication Demonstrates ability to speak and write with clarity			
Communication Uses Standard English in writing and speaking			
Communication Practices active listening			
Interpersonal Skills Shows courtesy and respect for students, faculty, and staff			
Interpersonal Skills Works collaboratively with others			
Interpersonal Skills Avoids disparaging or critical remarks			
Interpersonal Skills Establishes positive rapport and appropriate relationships			
Interpersonal Skills Shows sensitivity to others			
Interpersonal Skills Committed to diversity			
Interpersonal Skills Is nonjudgmental and open minded			

<p>Interpersonal Skills</p> <p>Supportive and encouraging</p>			
<p>Professional Characteristics</p> <p>Positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful</p>			
<p>Professional Characteristics</p> <p>Respects individual differences</p>			
<p>Professional Characteristics</p> <p>Shows initiative and creativity</p>			
<p>Professional Characteristics</p> <p>Committed to the holistic development of students/clients</p>			
<p>Professional Characteristics</p> <p>Possess multicultural counseling competencies</p>			
<p>Professional Characteristics</p> <p>Dedicated to promoting mental health, including, prevention guidance, and wellness</p>			
<p>Professional Characteristics</p> <p>Demonstrates persistence in helping all</p>			

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

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

Total Score			
-------------	--	--	--

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

F. Program Planning Guides

1. Planning Guide – Clinical Mental Health Counseling - MS Degree

Total Program Hours = 60

Student's Name: _

Counseling Core Curriculum (24 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 6903	Developmental Counseling and Mental Health		3		
COE 8013	Counseling Skills (Prereq: COE - 8023)		3		
COE 8023	Counseling Theory		3		
COE 8043	Group Techniques and Procedures (Prereq: COE 8023, 8013)		3		
COE 8063	Research Techniques for Counselors		3		
COE 8073	Cultural Foundations in Counseling		3		
COE 8203	Placement and Career Development		3		
EPY 8263	Psych Testing in Educational and Related Settings		3		

Mental Health Counseling Curriculum (15 hours)

Course	Title	Semester	Hrs	Grade	Transfer
COE 8303	Family Counseling (Prereq: COE 8023)		3		
COE 8633	Psychosocial Rehabilitation		3		
COE 8703	Principles of Clinical Mental Health Counseling		3		
COE 8803	Crisis Response in Counseling (Prereq: COE 8013, 8023)		3		
COE 8773	Counseling the Chemically Dependent Client OR		3		
COE 8783	Counseling the Chemically Dependent Family		3		

Field Experience (9 hours)

Course	Title	Semester	Hrs	Grade	Transfer
COE 8053	Practicum [100 hours] (Prereqs: COE 8023, 8013, 8043, 8633, 8703, EPY 8263*)		3		
COE 8730	Internship [600 hours] (Prereq: COE 8053)		6		

Approved Electives (12 hours total; 9 must be COE)

Course	Title	Semester	Hrs	Grade	Transfer
COE			3		
COE			3		
COE			3		
-			3		

Transfer: A maximum of 9 semester hours may be transferred from another accredited institution with advisor's approval.

*Can be taken with Practicum.

2. Planning Guide - Rehabilitation Counseling - MS Degree
(Total Program Hours = 48)

Student's Name: _

Counseling Core Curriculum (18 hours)

Course	Title	Semester	Hours	Grade	Transfer
EPY 8263	Psych Testing in Educational and Related Settings		3		
COE 8013	Counseling Skills Development (Prereq: COE 8023)		3		
COE 8023	Counseling Theory		3		
COE 8043	Group Techniques and Procedures (Prereq: COE 8013, 8023)		3		
COE 8063	Research Techniques for Counselors		3		
COE 8073	Cultural Foundations in Counseling		3		

Rehabilitation Counseling Curriculum (15 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 6373	Vocational Assessment of Special Needs		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		

Field Experience (9 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 8053	Practicum (Prereq: COE 8023, 8013, 8043, 8353)		3		
COE 8730	Internship (Prereq: COE 8053)		6		

Approved Electives (6 hours)

Course	Title	Semester	Hours	Grade	Transfer
-			3		
-			3		

Transfer: A maximum of 9 semester hours may be transferred from another accredited institution with advisor's approval.

3. Planning Guide - School Counseling - MS Degree
Total Program Hours = 48 (Minimum)

Student's Name: _

Counseling Core Curriculum (24 hours)

Course	Title	Semester	Hours	Grade	Transfer
EPY 8263	Psych Testing in Educational and Related Settings		3		
COE 8013	Counseling Skills (Prereq: COE 8023)		3		
COE 8023	Counseling Theory		3		
COE 8203	Placement and Career Development		3		
COE 8043	Group Techniques and Procedures (Prereq: COE 8013,8023)		3		
COE 8063	Research Techniques for Counselors		3		
COE 6903	Developmental Counseling and Mental Health		3		
COE 8073	Cultural Foundations in Counseling		3		

School Counseling Curriculum (9 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 8903	School Counseling Services		3		
COE 8923	Seminar in School Counseling		3		

Restrictive Elective (select only one)

			3		
COE 8913	Counseling Children	OR			
EPY 6113	Behavioral & Cogn Behavioral	OR			
EPY 8253	Child & Adolescent Development				

Field Experience - Required (9 or 12 hours) (Select appropriate set of practicum/internship hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 8053	Practicum (Prereq: COE 8023, 8013, 8043, 8903, EPY 8263)		3		
COE 8730	Internship (Prereq: COE 8053)		6		
OR					
COE 8150	Academic Year Long Practicum (Prereq: COE 8023, 8013, 8043, 8903)		6		
COE 8740	Academic Year Long Internship (Prereq: COE 8150)		6		

Approved Electives (3-6 hours)

Course	Title	Semester	Hours	Grade	Transfer
-			<u>3</u>		
-			<u>3</u>		

Transfer: A maximum of 9 semester hours may be transferred from another accredited institution with advisor's approval.

4. Planning Guide: School Counseling – Ed.S.

Students Seeking Licensure as a School Counselor
(Effective for Students Entering Summer 2007)

Student's Name: _

Faculty Advisor's Name: _

Departmental Committee Chair: _

Program Area Committee Member: _

Committee Member: _

EdS Program for Students Seeking Licensure as a School Counselor (49-55 hours)

Students who do not hold a Master's degree in school counseling from a CACREP approved program must include the following courses or their equivalents in their Ed.S. degree program to become licensed as a school counselor in the state of Mississippi. This requirement will increase a student's required hours for the Ed.S. degree to more than 30 hours beyond the master's degree.

Check (X) if a course should be included in student's Ed.S. program; mark previously completed (PC) if a course was completed as part of a previous graduate degree; and mark transfer (T) if a course was completed at another university but was not part of a previously completed graduate degree.

- _ COE 6903 Developmental Counseling and Mental Health
- _ COE 8023 Counseling Theory
- _ COE 8013 Counseling Skills Development
- _ COE 8043 Group Techniques and Procedures
- _ COE 8063 Research Techniques for Counselors
- _ COE 8073 Cultural Foundations in Counseling
- _ COE 8083 Assessment Tech for Counselors or EPY 8263 Psych Testing in Ed Settings
- _ COE 8203 Placement & Career Development Counseling
- _ COE 8903 School Counseling Services
- _ COE 8923 Seminar in School Counseling
- _ COE 8913 Counseling Children or
- _ EPY 6113 Behavioral & Cognitive Behavioral Interventions or
- _ EPY 8253 Child & Adolescent Development & Psychopathology
- _ EPY 6214 Educational and Psychological Statistics
- _ COE 8050 Practicum (100 hrs) or COE 8150 Academic Yr Long Field Place I-Practicum (600 hrs)
- _ COE 8730 Internship (600 hrs) or COE 8740 Academic Yr Long Field Place II-Internship (600 hrs)

COE 8006 Research/Thesis (6 credits) or COE 7003 Directed Individual Study (3 credits)

Residency Requirement - The residency requirement for the educational specialist degree is a minimum of 30 weeks. No student will be permitted to complete the educational specialist degree in two summer sessions or equivalent. The residence credit is computed as follows: (a) during a regular semester, a student taking nine hours or more earns half of the required residence credit or 15 weeks; (b) during each term of the regular summer school, a student taking four hours or more earns six weeks residence; (c) a part-time student earns residence equal in weeks to the semester hours scheduled; and (d) night classes, Saturday classes, and three-week short term courses carry residence credit equal to the number of semester hours earned.

Time Limit - The Ed.S. program must be completed within eight years. All courses included on the program of study must be current at the time of completion of the degree. An extension of time form, available on the Graduate School website, can be used to request a one-time, one year extension.

5. Planning Guide – Ph.D. in Counseling (PHCE)

Clinical Mental Health and Rehabilitation

Total Program Hours - minimum of 125 hours beyond the Bachelor’s degree

Student’s Name: _

Research and Education Core (19 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 8063 - Research Techniques in Counseling (or Master’s Level Equivalent			3		
EPY 8214 - Advanced Ed & Psych Statistics (Prereq: EPY 6214)			4		
EPY 9213 - Advanced Analysis in Educational Research			3		
EPY 9263 - Applied Research Seminar			3		
HED 8133 - University and Community College Instruction			3		

One additional statistics/ research course

EDF 9443 - Single Subject Research Design OR			3		
EDF 9453 - Qualitative Techniques in Educational Research OR			3		
HI 8923 - Historiography and Historical Methods OR			3		

Other approved graduate courses in research or statistics.

Doctoral Counseling Core & Dissertation Research (38 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 9013 - Counseling Supervision			3		
COE 9023 - Advanced Counseling Theory			3		
COE 9033 - Advanced Seminar Research			3		
COE 9043 - Advanced Group Work & Systems			3		
COE 9073 - Advanced Multicultural Counseling			3		
COE 9083 - Advanced Assessment Techniques in Counseling			3		
COE 9000 - Dissertation / Research			20		

Field Experience - Required (9 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 9743 - Advanced Doctoral Practicum [300-hour]			3		
COE 9756 - Doctoral Internship [600-hour]			6		

Approved Electives- Required (3-15 hours) Courses such as the following:

Course	Title	Semester	Hours	Grade	Transfer
-			3		
-			3		
-			3		

Minor or Focus Area - Required (12-18 hours)

Course	Title	Semester	Hours	Grade	Transfer
-			<u>3</u>		
-			<u>3</u>		
-			<u>3</u>		
-			<u>3</u>		

6. Planning Guide – Ph.D. in School Counseling (PHSE)

Total Program Hours = minimum of 125 hours beyond the Bachelor’s degree

Student’s Name: _

Research and Education Core (19 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 8063 - Research Techniques in Counseling (or Master’s Level Equivalent			3		
EPY 8214 - Advanced Ed & Psych Statistics (Prereq: EPY 6214)			4		
EPY 9213 - Advanced Analysis in Educational Research			3		
EPY 9263 - Applied Research Seminar			3		
HED 8133 - University and Community College Instruction			3		

One additional statistics/ research course

EDF 9443 - Single Subject Research Design OR			3		
EDF 9453 - Qualitative Techniques in Educational Research OR			3		
HI 8923 - Historiography and Historical Methods OR			3		
Other approved graduate course in research or statistics					

Doctoral Counseling Core & Dissertation Research (38 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 9013 - Counseling Supervision			3		
COE 9023 - Advanced Counseling Theory			3		
COE 9033 - Advanced Seminar Research			3		
COE 9043 - Advanced Group Work & Systems			3		
COE 9073 - Advanced Multicultural Counseling			3		
COE 9083 - Advanced Assessment Techniques in Counseling			3		
COE 9000 - Dissertation / Research			20		

Field Experience - Required (9 hours)

Course	Title	Semester	Hours	Grade	Transfer
COE 9743 - Advanced Doctoral Practicum [300-hour]			3		
COE 9756 - Doctoral Internship [600-hour]			6		

Approved Electives - Required (3-15 hours) Courses such as the following:

Course	Title	Semester	Hours	Grade	Transfer
-			<u>3</u>		
-			<u>3</u>		
-			<u>3</u>		

Minor or Focus Area - Required (12-18 hours)

Course	Title	Semester	Hours	Grade	Transfer
-			<u>3</u>		
-			<u>3</u>		
-			<u>3</u>		
-			<u>3</u>		

G. M.S. & ED.S. Comprehensive Examination Application

Complete this application and submit it to the Department Records Manager by the deadline set by the department. The dates the examination will be administered each term are published in the *Bulletin of the Graduate School* calendar.

Term in which you are applying to take exam: Year Spring Summer Fall

Student must be enrolled in at least a minimum of one credit hour from the program of study during the semester in which he/she sits for the exam.

Name of Applicant: _

MSU 9-digit ID# _ - - - - - - - - -

Mailing Address: _

Phone: Home/Cell / _

Name of Advisor: _

Degree: Masters **OR** Educational Specialist

Major:

- Clinical Mental Health Counseling
 Rehabilitation Counseling
 School Counseling

I do understand that failure to enroll in a minimum of one credit hour from my program of study during the semester I am applying to sit for the exam will result in my not being certified to take the exam.

Yes, I understand

Please list the course(s) to be taken the semester you sit for the exam:

Please complete the checklist below to determine the status of your Program of Study and/or eligibility for the Comprehensive Examination. If you have met the requirement listed, please place an "X" in the blank. If you have not met the requirement, please contact your Advisor/Major Professor for clarification.

- My advisor/major professor and I have approved, signed, and dated my Program of Study and the ORIGINAL is on file in the Department on the Starkville campus.
- My cumulative Grade Point Average (GPA) is 3.00 or above.
- I am within 6 credit hours (excluding internship) of completing my Program of Study.
- My advisor/major professor has approved any change in my original Program of Study using a "Change in Program" form. If not, list the changes that need to be processed:

- No more than nine hours on my Program of Study were taken in an unclassified status, i.e. taken prior to admission to a graduate degree program.
- Any course on my Program of Study with a grade lower than a "C" has been retaken.
- I have applied for graduation in the Registrar's Office OR I intend to apply for graduation. (Student must apply for graduation in order to receive the degree. Check with the Register's Office for deadline to apply for a degree.)
- The combination of workshop or special topic courses (maximum of six semester hours allowed) and special problem courses (a maximum of six semester hours allowed) does not exceed nine semester hours.
- One-half of the courses on the Program of Study are 8000 level courses (7000 level special problem course work counts as 8000 level courses).
- All transcripts for courses transferred from another university have been provided to the Registrar's Office.
- The first course on my Program of Study at Mississippi State University was taken within the past eight years.

Student's Signature:
Advisor's Approval:

Date: _
Date: _

Certified to take exam.

NOT certified to take exam.

Department Head signature: _

Date: _

H. Doctoral Written Preliminary Examination Application

Complete this application, sign, review with your advisor, have advisor sign, then submit to the department no later than one month prior to the exam date.

Indicate when you are applying to take exam:

Counseling: January _ (Year) April _ (Year) August __ (Year)

NOTE: Student must be enrolled in at least a minimum of one credit hour from the program of study during the semester in which he/she sits for the exam.

Name: _____ MSU 9-digit ID: - -

Mailing Address: _

E-mail Address: _

Phone (home/work/cell): _ / _ / _

Name of Advisor: _

Major:

- Clinical Mental Health
 Rehabilitation Counseling
 School Counseling

Minor : _

Minor Advisor: _

Date Completed: _

Please list the course(s) to be taken the semester you sit for the exam:

Please complete the checklist below to determine the status of your Program of Study and/or eligibility to sit for the doctoral written preliminary examination. If you have met the requirement listed please place an "X" in the blank.

If you have not fulfilled/completed a requirement, please contact your advisor for clarification prior to submission of your application.

My major advisor and I have corrected, approved, signed and dated my Program of Study and the original is on file with the departmental Records Manager and maintained in the student's file.

A transcript for all TRANSFER course work is on file with the departmental and an original transcript is on file in the Registrar's Office. The "Transfer of Credit" form has been included in my current program of study.

No more than nine hours on my Program of Study were taken in an unclassified status (taken prior to admission to the doctoral degree program).

Any course on my Program of Study with a grade lower than a "C" has been retaken.

My cumulative Grade Point Average (GPA) is 3.00 or above.

On the date of the exam, I will have completed all but a maximum of 6 credit hours on my program of study (excluding internship and/or practicum), and dissertation hours.

I have applied for graduation in the Registrar's Office OR I intend to apply for graduation. (Student must apply for Graduation in order to receive the degree.)

The combination of workshop or directed individual study courses (maximum of six semester hours allowed) and special problem courses (maximum of six semester hours allowed) does not exceed nine semester hours.

The first course on my Program of Study at MSU was taken within the past 8 years.

I have completed all requirements for my minor including the comprehensive exam and notification has been provided to the Department.

I have satisfied residency requirements of the University.

I have satisfied research skill requirements and evidence has been provided to the department.

Research Skill #1: _

Research Skill #2: _

Student's Signature:

Date: _

Advisor's Signature: _

Date:

[Submit completed application to the Department for processing.]

ACTION TAKEN ON APPLICATION

Certified to sit for exam.

NOT certified to sit for exam.

Department Head Signature:

Date: _

I. Dissertation Proposal Approval Form

Name of Student: _

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:

Director of Dissertation

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

J. Office of the Graduate School Forms

1. Committee request Form:

http://www.grad.msstate.edu/forms/pdf_forms/comittee_request.pdf

2. Change of Committee Form:

http://www.grad.msstate.edu/forms/pdf_forms/request_for_change_of_committee_members.pdf

3. Admission to Candidacy for Ph.D.:

http://www.grad.msstate.edu/forms/pdf_forms/admission_to_candidacy.pdf

4. Graduate Program of Study:

http://www.grad.msstate.edu/forms/pdf_forms/graduate_program_of_study.pdf

5. Transfer Approval Form:

http://www.grad.msstate.edu/forms/pdf_forms/transfer_approval_form.pdf

6. Request for Scheduling Overload:

http://www.grad.msstate.edu/forms/pdf_forms/request_for_scheduling_overload.pdf

7. Declaration of Examination/Defense:

http://www.grad.msstate.edu/forms/pdf_forms/comprehensive_exam_announcement.pdf

8. Master's Graduation Checklist:

http://www.grad.msstate.edu/forms/pdf_forms/masters_checklist.pdf

9. Educational Specialist Graduation Checklist

http://www.grad.msstate.edu/forms/pdf_forms/eds_checklist.pdf

10. Doctoral Graduation Checklist

http://www.grad.msstate.edu/forms/pdf_forms/phd_checklist.pdf