The Department of Counseling and Educational Psychology

Counseling Programs
GRADUATE STUDENT Handbook
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Welcome to the
Counseling Programs in the Department of Counseling & Educational Psychology
Which includes
Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling
Student Affairs- Higher Education Administration

The faculty is glad you chose Mississippi State University (MSU) for your graduate studies. This handbook will help you succeed as a graduate student in the Department. This handbook presents information that most accurately describes the course offerings, policies, procedures, regulations, and requirements of the department’s counseling programs. However, it is your responsibility to obtain the most current information. Use the handbook frequently so you can work closely with 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 are looking forward to accompanying you on your adventure.

Dr. Daniel Wong
Department Head
Department of Counseling and Educational Psychology
Box 9727
Mississippi State, MS 39762
Phone: 662-325-3426, Fax: 662-325-3263
THE DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY’S

DIVERSITY RECRUITMENT POLICY

The Department of Counseling and Educational Psychology’s 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.
I. GENERAL INFORMATION

A. Departmental Mission Statement

The mission of the Department of Counseling and Educational Psychology is to prepare students to function as professional educational psychologists, counselors, student affairs administrators, 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.

At the graduate level, the department offers masters, specialist, and doctoral degrees in counseling, educational psychology, and school psychology. Three levels of graduate degrees in counseling are available in four concentrations: (a) clinical mental health, (b) rehabilitation, (c) school and (d) student affairs in higher education administration.

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://www.educ.msstate.edu/CEdEPy/cedepy.html.

B. Counseling Programs Mission Statement

The mission of the counseling program is the development of students who can practice in a variety of professional settings including K-12 schools, higher education, 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.

C. 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 both the Council on Rehabilitation Education (CORE) and 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, and (3) doctoral programs objectives. Included is also (4) the counseling programs 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.
o critically analyze client needs and utilize appropriate clinical skills in effective
treatment planning.
o 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
  o in a legal and ethical manner.
o demonstrating an understanding of the history, philosophy, and structure of the
rehabilitation delivery systems in the United States.
o with individuals and groups.
o applying rehabilitation planning and case management modalities.
o by using knowledge of vocational and career development theory.
o through the identification and utilization of assessment information.
o applying relevant job development, placement, and job retention orientations.
o applying results generated within appropriate rehabilitation research.
o implementing the legal and ethical issues involved in both private and public
rehabilitation.

c. School Counseling Objectives

• Students will
  o understand the history, philosophy, trends, ethical and legal issues in school
  counseling and educational systems and current professional issues unique to school
  counseling.
o Identify with the school counseling professional through an understanding of the
roles, functions, ethical standards, credentialed, licensure, and professional
organizations associated with school counselors.
o design, implement, manage, and evaluate comprehensive school counseling
programs and design/utilize needs assessment instruments to plan a comprehensive
school counseling program.
o implement theoretical, evidence-based counseling interventions for students in the
K-12 environment.
o 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.
o demonstrate an understanding of the procedures for handling potential crises,
emergencies, and disasters that impact students in the K-12 environment.
o select assessment instruments and analyze data to effectively evaluate students’
academic, career, and personal/social development and barriers to their academic
success.
o 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.
o understand and identify the multicultural issues in the K-12 environment and
advocate for the success of all children.
d. Student Affairs in Higher Education Objectives

- Students will
  - demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students.
  - understand the history, philosophy, trends, and current professional issues unique to student affairs.
  - identify with the student affairs field through an understanding of the roles, functions, legal and ethical standards, and professional organizations associated with student affairs practitioners.
  - understand the current theories and methods of using assessment data including the design, implementation, and evaluation of student affairs programs and intervention services for students in postsecondary education.
  - understand post secondary student development in a multicultural society and apply multicultural competencies to the practice of student affairs.
  - critically evaluate student development theories, as well as data and research findings relevant to the practice of student affairs and apply it to enhance student affairs programs.
  - understand the types of students and environments within post-secondary education and advocate and develop policies, programs, and services that meet the needs of students in differing postsecondary environments.
  - understand the operation of institutional crisis management systems, the psychological impact of crises, disasters, and other trauma causing events on the campus constituents, and the roles of student affairs professionals and counselors in response to these crises.
  - critically analyze student needs, recognize their limitations as student affairs professionals, and demonstrate appropriate skills for working in post-secondary education settings.
  - demonstrate knowledge and understanding of the foundations, professional literature and skills related to competent practice within the field of student affairs.

3. Doctoral Programs Objectives

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

- To maintain CACREP accreditation.
- To encourage collaborative contributions to the counseling/student affairs profession through activities in professional organizations, grant writing, and research.
- To support a diverse work and academic environment for students, faculty, and staff.
- To strengthen the Counseling Doctoral Program.
- To support teaching, research and scholarly activities of junior counseling faculty.
- To develop and maintain appropriate clinical and field placement sites and experiences.
- To develop professional network to support employment of program graduates.

D. 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, school counseling, and student affairs in higher education administration-college counseling. The Clinical Mental Health Counseling program at Mississippi State University is accredited by the Council for Accreditation of Counseling and Related Educational programs (CACREP). The accreditation runs through March 2014. (NOTE: The clinical mental health counseling program is currently accredited under the 2001 standards for community counseling programs as a community counseling program. The CACREP 2009 standards combine the community counseling and mental health counseling standards into standards for clinical mental health counseling programs. The counseling program is seeking accreditation for this program as a clinical mental health counseling program when it comes up for accreditation per CACREP guidelines.).

- The rehabilitation counseling program’s master’s degree is accredited by the Council on Rehabilitation Education (CORE).

- The school psychology doctoral program is accredited by the American Psychological Association (APA).

- The school psychology AAA certification program and doctoral program are accredited by the National Association of School Psychologists (NASP).

E. 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 may request information and application materials from the Office of Graduate Studies, 116 Allen Hall, or P.O. Box G, Mississippi State, MS 39762;662-325-7400; e-mail: grad@grad.msstate.edu; home page: http://www.msstate.edu/dept/grad/. The packet of information
and forms sent in response to a request will contain the specific instructions for completing the forms and making an application for admission.

The academic year comprises two regular semesters, beginning in August and January, and summer sessions beginning in May or June. 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.

F. Minimum Graduate School Admission Requirements

Master's degree minimum graduate admission requirements

- Hold a bachelor’s degree from a fully accredited four-year educational institution.
- Have a minimum GPA of 3.00 on all baccalaureate work.
- Submit GRE verbal, quantitative, and analytic scores.
- Provide three (3) acceptable letters of recommendation from supervisors/employers, professors, or both.
- Provide an in-depth Statement of Purpose for seeking admission to this program.
- Check with the specific department or program for additional requirements.

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

- Hold a master's degree, or its equivalent, from a fully accredited educational institution.
- Have a minimum GPA of 3.40 on all prior graduate study.

Minimum admission requirements for international applicants

In addition to the admission standards described above, international applicants must provide a financial statement outlining how they plan to finance their graduate studies. (Please see the current Bulletin of the Graduate School). In most programs, students who attain a TOEFL (Test of English as a Foreign Language) score of 550 will be considered proficient in English and be given full admission to graduate study. In those few programs with a TOEFL requirement higher than 550, students will have to attain this higher score or be admitted conditionally pending satisfaction of this departmental requirement or its equivalent as defined by that program.

G. 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. Provisional students must receive at least a 3.0 GPA on the first nine semester hours of regular graduate-level courses on their program of study taken at Mississippi State University (transfer hours will not
apply) in order to achieve regular status. If a 3.0 is not attained in the first nine hours, the provisional student will be dropped by the Office of Graduate Studies.

**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, School, and Student Affairs.

Students accepted in the M.S. degree program in counseling must hold a baccalaureate degree and a minimum GPA of 3.00 on undergraduate work. Results of the Graduate Record Examination taken within the past five years must be submitted.

Students who do not hold a Mississippi educator license and wish to be licensed as a school counselor in Mississippi must submit passing scores on the PRAXIS.

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 a 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 as a counselor, (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 each 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. Orientation to the Departmental Counseling Programs

A mandatory orientation session for all incoming master’s and doctoral students is conducted during the first week of each fall semester. Students are informed about the date, time, and place of the meeting by email several times during the summer. 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: www.educ.msstate.edu/CEdPy/handbook/gr_handbook.html.

The handbook includes comprehensive information on program policies and procedures, clinical requirements, forms requiring students’ signature (e.g., Informed Consent Agreement, Counseling Programs Professional Disposition Statement), 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. The orientation also includes advisement by concentration area and culminates with a departmental luncheon.

J. Student Retention/Dismissal Procedures

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Counseling and Educational Psychology faculty believe a 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 affect their performance in therapy. These characteristics should be of a quality so as to NOT interfere with the students’ professionalism or helping capacity.

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. The MSU Bulletin of the Graduate School states that “to graduate, the student must have completed all University and degree program requirements as listed in the Bulletin of the School under which he/she was admitted. A graduate student cannot graduate with 1) a GPA lower than 3.00 for all courses attempted for graduate credit after admission to a particular degree program or 2) a grade of less than a C on the program of study or 3) more than 6 credit hours of C grades earned for all courses since admission to the program, including those outside the program of study, or 4)
an I grade on his/her transcript (per Graduate Council March 25, 2011).”

“Gatekeeper” Coursework
“Gatekeeper” courses are those foundational courses that are considered integral to success in the Counseling Program. Students are required to earn a grade of “B” or better in each counseling “gatekeeping” course before they are permitted to progress to the next course in the sequence. These specific courses and their required sequence include: COE 8023: Counseling Theory; COE 8013: Counseling Skills; COE 8043: Group Techniques and Procedures; COE 8053/8153: Practicum; and COE 8730/8740: Internship.

Unsatisfactory Academic Performance
According to the 2012-2013 Bulletin of the Graduate School “A student’s progress is determined by the department offering the program. Unsatisfactory performance may be 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. Any one of these or any combination of these commonly constitutes the basis for the termination of a student’s graduate study in a degree program.”

The MSU Counseling Program defines unsatisfactory performance in graduate level course work as:
  a. Failure to maintain a GPA of 3.0 or higher throughout the program
  b. A grade of “U”, “D”, or “F” in any course
  c. More than two grades below a “B”
  d. Failure of the master’s comprehensive examination twice
  e. Failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice

Any of these or combination of these actions may result in termination of the student from the MSU Counseling Program.

Course Retake Policy (MSU Office of Graduate Studies)
According to the 2012-2013 Bulletin of the Graduate School “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. The repeated course must be taken at MSU. A record of both courses taken will remain on the permanent transcript, and both grades will be included in the computation of the final GPA. No additional program credit hours are generated from a repeated course. Some courses are approved for repeated enrollment and credit (e.g., internships, special topics, thesis, dissertation, etc.), and additional program credit hours are generated in these cases.”

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., Association of College Personnel Administrators, American Counseling Association, American Psychological Association, Commission on Rehabilitation Counselor Certification, and NASPA- Student Affairs Administrators in Higher Education) 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. GRADUATE STUDENT ACKNOWLEDGEMENT PROGRAM POLICIES

As a matter of policy, during the mandatory 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 Counseling Professional Dispositions Statement and the Informed Consent Agreement Form (both requiring the students’ signatures). Students are instructed to return the signed Counseling Program 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 Counseling Program 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, in general. 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 evaluate student fitness and performance on an ongoing-basis and conduct systematic evaluative reviews of students’ fitness and performance. At key stages of the student’s education, specific safeguards are employed to assess students’ academic and personal appropriateness to continue toward completion of the degree program.
Graduate Student Systematic Review
Faculty review students’ academic performance, skills, and professional dispositions at the end of each semester. At this time, all students are evaluated by program faculty and receive feedback from their faculty advisors following the formal review. Students are evaluated based on the following information:

- MSU CEP Departmental Student Retention Committee and faculty report of unsatisfactory grades in “gatekeeper” classes,
- MSU CEP 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.

MSU CEP Departmental Student Retention Committee
The MSU CEP 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 MSU Counseling Program graduate students.

Review of “Gatekeeping” Classes
Faculty who teach the “gatekeeping” classes will submit any grades below “B” in these classes to the CEP 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.

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:

- Unsatisfactory grades;
- 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**

The Office of Graduate Studies’ *Bulletin of the Graduate School* states, “After review by the graduate coordinator and in conjunction with the college dean, a student who has received a grade of C or lower or U (see Academic Performance) may be placed on probationary status in the next regular (fall or spring) semester following the unsatisfactory academic performance semester. Specific information relative to retaking of courses or completing remedial work will be established by the appropriate academic advisor, student’s graduate committee, and graduate coordinator and documented in written form. If the student intends to pursue the academic appeals process, he or she must do so during this probationary semester (per Graduate Council, September 2005).
“NOTE: A student cannot take a preliminary/comprehensive examination or defend/submit a thesis or dissertation during the probationary period. If at the end of the probationary semester, the student has not met the requirements outlined by the appropriate academic advisor, she or he may be dismissed (Bulletin of the Graduate School).”

**Professional Development Plan**

Students enrolled in the MSU Counseling Program are introduced to the Counselor Professional Dispositions through the description in the CEP Department – *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 to assure that students have adequate recourse and are aware of options available to them when addressing retention/dismissal decisions.

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

**Procedures for Drafting a PDP:**

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

2. The faculty advisor will meet with the student to discuss Part A of the Professional Development Plan (PDP) 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 CEP 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 CEP 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 CEP 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 CEP 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 CEP 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
Any student not satisfied with the department’s decision can follow Mississippi State University’s appeal procedures as outlined in the Bulletin of the Graduate School.

K. Departmental Graduate Assistantships
Assistantships in the Department of Counseling and Educational Psychology 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.

L. 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 and pay a minimum of $600 per month. In-state and out-of-state tuition may be waived for students on Assistantships. Interested students should obtain applications from the following offices:

  Department of Counseling and Educational Psychology
  508 Allen Hall
  Box 9727
  Mississippi State, MS  39762
  (662) 325-3426
  http://cep.msstate.edu/

  Division of Student Affairs
  100 Lee Hall
  P.O. Drawer DS
  Mississippi State, MS  39762
  (662) 325-3611
  www.saffairs.msstate.edu

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

  Rehabilitation Research and Training Center on Blindness and Low Vision
  151 Industrial Technology Building
  P.O. Drawer 6189
  Mississippi State, MS  39762
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

M. 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 residency requirements. Regardless of the number of hours taken at another university, students must meet all MSU residency requirements.

Transfer credits from another university may be accepted toward fulfilling the requirements for the master’s degree, provided they were earned in programs enjoying full accreditation by the appropriate regional and national accrediting bodies and contribute to the presentation of a systematic program of graduate study. Please note, however, that “C” grades or less are not acceptable. For most degree programs, transfer credit may not constitute more than nine (9) semester hours of course work. However, for master’s programs requiring more than 40 hours, transfer credits may constitute up to 30 percent of total credit hours. Transfer credit from one master’s degree program at MSU toward a second MSU master’s is also limited to a maximum of
nine (9) credit hours. Educational Specialist students may transfer a maximum of 9 semester hours from another accredited institution or from off campus centers of Mississippi State University, provided the courses are appropriate to the students’ program and the graduate committee approves.

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.

N. Degrees Available

The Master’s of Science in Counseling degree with concentrations in Clinical Mental Health, Rehabilitation, School, and Student Affairs in Higher Education completed on the Mississippi State University campus is accredited by CACREP and CORE. Students at the College Park Campus at Meridian may earn an in Clinical Mental Health Counseling and School Counseling, and an EdS in School Counseling. The master’s program in counseling in Clinical Mental Health Counseling and School Counseling at the College Park Campus at Meridian are CACREP accredited, the program is seeking accreditation.

Full-time students usually complete the program in two years.

O. Out-of-Date Courses

1. Out-of-date courses must be revalidated. All requests for validation of out-of-date courses should be made on the appropriate form and given to the student’s faculty advisor. In the event the faculty advisor is no longer at the university, requests shall be given to the Department Head. The written request shall explain the circumstances making such a validation necessary and include a statement that the student’s knowledge of the content of the out-of-date courses has been retained and that current information has been reviewed.

2. Upon receiving a request, the student’s advisor will ask two additional faculty members to serve on an Oral Examination Committee. The advisor will assist the student in preparing for the oral examination by providing reading lists and suggesting preparation activities. The committee shall examine the student on the content of each out-of-date course. Whether or not to recommend a validation will be considered for each course.

3. If a majority of the examination committee votes that the student has demonstrated retention of course content and knowledge of current information in an out-of-date course, a recommendation that the validation be granted will be forward to the Dean of the Graduate School on the appropriate form.

4. In the event that a majority of the examination committee votes not to recommend that the validation be granted for any course, the student may request in writing to the advisor an oral
reexamination by the committee. The reexamination will be scheduled no sooner than three months after the first examination.

5. If a majority of the reexamination committee votes not to recommend the validation be granted for any course, their decision not to recommend will be final.

6. Students who are denied a recommendation for validation may confer with their faculty advisor to schedule additional coursework to complete their degree.

P. Endorsement of Graduates

Graduates of the Department of Counseling and Educational Psychology are endorsed in only those program areas for which they have been prepared through course work and clinical field-based experience. Advisors monitor the content of the student’s program during the progress of graduate studies and prior to graduation. 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, every three years the counseling programs conduct a program evaluation which includes employers of graduates, alumni and site supervisors. The results of previous program evaluations 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 near graduation. Resume preparation advice, job listings, interview coaching, maintenance of reference letters, and employer directories are some of the services available. Students should tell all of their professors if they are looking for a position. Many job leads are passed informally to professors.

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 and prospective student affairs professionals 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 Personnel Association  
www.myacpa.org

American College Counseling Association  
www.collegecounseling.org

Mississippi Counseling Association  
www.mca.web.com/

National Association of Student Personnel Administrators  
www.naspa.org

National Rehabilitation Counseling Association  
www.nrca-net.org

Southern Association for College Student Affairs  
www.sacsa.org

Southeastern Association of Housing Officers  
www.wm.edu/seaho

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. Becoming a Licensed Professional Counselor also entitles counselors to establish private practices and to become eligible for 3rd party insurance payments. Counselors employed in agency settings do not have to be licensed in order to practice.

Graduates must accumulate two years of supervised post-master's-degree work experience prior to applying to become a Licensed Professional Counselor. A passing score on the Nationally Certified Counselor (NCC) or the Certified Rehabilitation Counselor (CRC) examinations is also required by the Mississippi LPC Board. Often students prefer to take the NCC/CRC examinations as soon as possible, while their course work is "fresh on their minds." Graduating students are eligible to take the local administration of the NCC or CRC examinations. Contact the department for further information about the certifying examinations.
Specific information about becoming a Licensed Professional Counselor in Mississippi may be obtained from:

Mississippi State Board of Examiners for Licensed Professional Counselors
419 East Broadway
Yazoo City, MS 39194
1-888-860-7001
1-662-716-3932
FAX: (662) 751-4628
www.lpc.state.ms.us

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
- EPY 8263: Psychological Testing in Educational & Related Settings
- COE 8023: Counseling Theory
- COE 8903: School Guidance Services
- COE 8043: Group Techniques and Procedures
- COE 8203: Placement & Career Development
- COE 8073: Cultural Foundations in Counseling
- 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 8913 Counseling children OR
  - COE 8303 Family Counseling Theory OR
  - COE 8633 Psychosocial Rehabilitation 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.

Persons who hold a Standard Educator's License

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

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)

- Scores at or above the proficiency level on the PRAXIS I tests: the Pre-Professional Skills Test (PPST) or the Computer Based Academic Skills Assessment Test (CBT).

Note: This requirement is for persons who do not hold a standard educator's license: Persons who hold a standard educator license already have completed this requirement.

- Scores must be at or above the proficiency level on the Praxis II Specialty Area test in Guidance. Note: Both groups are required to complete this requirement.  
  (Current minimum score: 580)

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/vocational counselor, a Class AA standard educator license as guidance/vocational 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).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8913</td>
<td>Counseling Children</td>
</tr>
<tr>
<td>COE 8303</td>
<td>Family Counseling Theory</td>
</tr>
<tr>
<td>COE 8633</td>
<td>Psychosocial Rehabilitation</td>
</tr>
<tr>
<td>EPY 6214</td>
<td>Behavioral and Cognitive Behavioral Interventions</td>
</tr>
<tr>
<td>EPY 8253</td>
<td>Child &amp; Adolescent Development &amp; Psychopathology</td>
</tr>
</tbody>
</table>

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.

Vocational Counselor Endorsement*
Current students are eligible to request a supplemental endorsement as a Vocational Counselor. Graduates of other institutions are required to complete all current requirements of the CACREP approved curriculum and to complete (a) a graduate course in Placement [COE 8203] and (b) one additional graduate course in Counselor Education. 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
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, school counseling, and student affairs in higher education 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.

4. **Approved Clinical Supervisor**

The Approved Clinical Supervisor (ACS) credential is a result of the joint effort of the Association for Counselor Education and Supervision (ACES) and the National Board for Certified Counselors (NBCC). The ACS credential attests to the educational background, knowledge, skills, and competencies of the approved supervisor. The purposes of the ACS credential are to:

- Identify to the mental health profession and to the public those mental health professionals who have met national professional supervision standards.
- Promote the professional identity, visibility, and accountability of approved supervisors.
- Encourage the professional growth of supervisors.

Specific information about the Approved Clinical Supervisor Credential (ACS) may be found at:

Center for Credentialing & Education, Inc. (CCE)
3 Terrace Way, Suite B
Greensboro, NC 27403
336-482-2856
336-482-2852 (fax)
www.cce-global.org/acs
II. DEPARTMENTAL FACULTY AND STAFF

A. Educational Psychology

Browning, Donna, Ph.D. Lecturer (University of Tennessee, Knoxville). Dr. Browning specializes in giftedness and creativity, assessment, and learning styles.

Elder, Annastasia, Ph.D. Associate Professor (University of Michigan). Dr. Elder specializes in student learning and cognitive development.

Morse, Linda W., Ph.D. Professor (Florida State University). Dr. Morse specializes in cognitive development and creativity and giftedness.

Morse, David T., Ph.D. Professor (Florida State University). Dr. Morse specializes in educational measurement, research, statistics, creativity, gifted and talented, and computer applications. (Educational Psychology Program Coordinator)

B. Clinical Mental Health Counseling

Looby, E. Joan, Ph.D. Professor (University of Georgia). Dr. Looby specializes in multicultural counseling, spirituality, sexual abuse, and body image concerns. (Clinical Mental Health Program Coordinator)

Goldberg, Rebecca, Ph.D. Assistant Professor (Florida State University). Dr. Goldberg specializes in multicultural mental health, marriage and family counseling.

Jackson, Deborah, Ph.D. Assistant Professor (Mississippi State University). Dr. Jackson specializes in college counseling and alcohol and drug education.

Watson, Joshua Ph.D. Associate Professor (University of North Carolina-Greensboro). Dr. Watson specializes in counseling resistance and technology in counseling.

Wozny, Darren Ph.D. Assistant Professor (Iowa State University). Dr. Wozny specializes in adoptive family issues and suicide prevention.

C. Rehabilitation Counseling

Capella McDonnall, Michele Research Interim Director (University of Arkansas). Dr. McDonnall specializes in employment and independent living outcomes of persons who are blind or severely visually impaired. (Joint Appointee)

Moore, J. Elton, Ed.D. Associate Dean of Education (Mississippi State University). Dr. Moore specializes in rehabilitation of individuals who are blind or severely visually impaired.
Palmer, Charles, Ph.D.  
Associate Professor (University of Arkansas). Dr. Palmer specializes in employment problems experienced by persons with disabilities. (Clinical & Rehabilitation Program Coordinator)

Wong, Daniel, Ph.D.  
Professor and Department Head (University of Northern Colorado). Dr. Wong specializes in promoting international rehabilitation and disability policy.

D. School Counseling

Dooley, Katherine M., Ph.D.  
Professor (University of Alabama). Dr. Dooley specializes in addictions and counseling supervision.

Hall, Kimberly Ph.D.  
Associate Professor (Mississippi State University). Dr. Hall specializes in developmental issues related to children and adolescents. (School Program Coordinator)

Justice, Cheryl Ph.D.  
Assistant Professor (Florida State University). Dr. Justice specializes in advocacy and empowerment in individuals.

Porter, Julia Ph.D.  
Associate Professor (Louisiana State University). Dr. Porter specializes in preventive techniques, program assessment, and technology applications. (College Park Campus at Meridian Counseling Programs Coordinator)

E. School Psychology

Henington, Carlen, Ph.D.  
Associate Professor (Texas A&M University). Dr. Henington specializes in children’s socialization and peer relationships, assessment, and behavioral disorders. (School Psychology Program Coordinator)

McCleon, Tawny, Ph.D.  
Assistant Professor (Mississippi State University). Dr. McCleon specializes in emotional disorders and positive behavioral intervention.

Reisener, Carmen, Ph.D.  
Assistant Professor (University of Southern Mississippi). Dr. Reisener specializes in applied behavioral analysis, developmental disability, and autism.

F. Student Affairs in Higher Education

Abraham, Jimmy W., Ph.D.  
Adjunct Professor and Associate Vice President of Student Affairs (University of Mississippi). Dr. Abraham specializes in student development in higher education, university admissions, and undergraduate recruitment. (Joint Appointee)
Bailey, E. Ann, Ph.D. Director of Housing and Residence Life (Mississippi State University). Dr. Bailey specializes in higher education administration and assessment. (Joint Appointee)

Heiselt, April, Ph.D. Associate Professor (University of Utah). Dr. Heiselt specializes in Service-Learning and non-traditional student affairs. (Student Affairs Program Coordinator).

Keith, Edwin M., Jr., Ph.D. Adjunct Professor and Director, Student Life (University of Florida). Dr. Keith specializes in student development and student life. (Joint Appointee)

Wells, Debbie, Ph.D. Lecturer (Mississippi State University). Dr. Wells specializes in Student Affairs, college counseling and supervision.

**G. Departmental Staff**

Blackshire, Onnie Administrative Secretary & Faculty Travel

Minor, Marcella Budget, Office, and Staff Manager

Johnson, Lawanda Student Records Manager
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, or veteran status. Mississippi State University conforms to Title IX of the Education Amendments of 1972, Section 503. The Department of Counseling and Educational Psychology’s 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 advisor will determine when course prerequisites are satisfied.

C. Normal Schedule

Full time study is 9-13 hours of graduate study during a regular semester. Graduate students enrolling in more than 13 hours must have permission for the overload and pay an overload fee for each semester hour over 13. The maximum load that a student may schedule during a regular term is 16 semester hours and during a summer term, 7 semester hours. International students are expected to register for a minimum of 6 semester hours during the first regular semester of their enrollment and at least 9 hours each regular semester thereafter. A student may not schedule courses on the main campus and in external programs concurrently to exceed the maximum number of hours that may be earned during any semester or term.

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, the Oral Preliminary Examination, or the Final Oral Examination (dissertation defense).

D. Normal 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 and may not enroll in more than 13 graduate credit hours in either of these semesters. The required full-time status must be maintained throughout the entire semester. Therefore, no course may be dropped if the resulting course load would result in 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 the minimum graduate load required will be six credit hours and only one undergraduate course will be permitted as part of the nine hour load.
Graduate teaching assistants in the College of Education who serve as instructors for two courses during the fall or spring semesters may not enroll in more than 10 graduate credit hours each semester. Graduate teaching assistants who serve as instructor for one course during either of these semesters may not enroll in more than 13 graduate credit hours. Graduate research and service assistants may not enroll in more than 13 graduate credit hours during the fall or spring semesters. Students holding graduate assistantships during the summer months must be registered for a total of six graduate credit hours. However, a total of thirteen credit hours may be taken in any combination during the summer school sessions. During the three-week terms, no more than three hours may be taken. During the five-week terms, graduate assistants may not enroll in more than seven semester hours.

E. Program of Graduate Study
The student is required to submit for approval 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. For courses to be counted toward fulfilling degree requirements, they must be included on the student's approved program of study. All student requests for program changes should be made in writing and approved by the student’s advisor and the departmental graduate coordinator.

Courses that have already been taken cannot be removed from the program of study unless the course is out-of-date or all courses with the same prefix are also removed from the program of study. Program changes must be made on approved forms and completed prior to the time the student enrolls in a course not appearing on the approved program. The original program and program changes must be signed by the student’s advisor and the graduate coordinator.

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. 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.

H. 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.
I. Correspondence Credits
Credits clearly designated as correspondence study credits are not acceptable for any graduate degree.

J. 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. A specific course may be repeated only once except for those approved for repeated credit (e.g., internships, special topics, individual studies, thesis, dissertation, etc.) Both courses will remain on the permanent transcript and both grades will be computed in final averages. No additional program credit hours will be generated from a repeated course.

K. Directed Individual Study (DIS)
Not more than six semester hours of graduate credit may be earned in directed individual study.

L. 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.

According to the Office of Graduate Studies policy, unsatisfactory performance may be 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, may 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 upon recommendation of the major professor, the departmental graduate coordinator, and the dean.

The College of Education defines “unsatisfactory” as making more than two grades of “C” or lower in courses taken for graduate credit. A student forced to withdraw will be readmitted only upon the recommendation of a departmental appeals committee and the consent of the college dean. It is the major professor's responsibility to insure that any student who has performed unsatisfactorily be recommended for termination from the degree program before the beginning of the subsequent semester.

M. Grade Appeal
Appeals associated with the fairness of grades must be filed with the instructor’s department head within 45 days of the beginning of the next regular semester (Fall, Spring) following the term in
which the grade is assigned. The grade appealed shall remain in effect until the appeal process is concluded. Any associated effects (loss of eligibility or privilege of any kind) shall be invoked, even though the appeal is pending or planned. As part of the university’s grade appeal procedure, faculty members are required to keep files on grades, examinations, projects, term papers, and other pertinent material not returned to the students for a period of six months. See the current Bulletin of the Graduate School for further information.

N. 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/coordinate 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.

O. 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.

P. 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.

Q. Auditing
During registration and the first ten days of class in the semester, 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. A student may not change from credit to audit or audit to credit status after the tenth day of class. A course being audited counts as part of the regular load on the same basis as if taken for credit. Auditors are not required to take tests and/or examinations or to prepare other written assignments.
Otherwise, conformity to regular classroom decorum is the same as that required for all students. At the time the request for audit is approved, the professor will inform the auditor of attendance expectations.

R. Academic Add/Drop Policy

- **Add Policy.** During a fall or spring semester a student has up to (five) 5 university class days in which to add a class.
- **Drop without a penalty.** A student has up to 10 university class days into the semester to decide to drop an individual course without a penalty.
- **Drop after 10 days through six weeks into the semester.** All students who elect to drop a course during this period must receive the approval of their advisor, will be assigned a “W” on their transcript, and be assessed a fee of $50/course. The dean who permits the drop will validate the student’s last day of class attendance.
- **Drop after six weeks into the semester.** Students cannot drop courses after the six week period except in documented cases of serious illness, extreme hardship, or failure of the instructor to provide any assessment of their performance. The drop must be approved by the student’s advisor and the academic dean. The dean who permits the drop will validate the student’s last day of class attendance. Students receiving permission to drop will receive a “W” on their transcript and be assessed a fee of $50/course. Poor academic standing is not justification for dropping a course.
- **Faculty are expected to provide students with specific evidence or assessment of their class performance within the first six weeks of the semester.**
- **Students enrolled only in one course must process a withdrawal from the University rather than processing a schedule change.**
- **See [http://www.msstate.edu/dept/audit/1201.html](http://www.msstate.edu/dept/audit/1201.html) for additional information on adding and dropping classes.**

S. 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

T. 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 six years. For doctoral students, the time limit is eight years on course work and five years to complete the dissertation after completing the Preliminary Examination.

U. 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 in the office of the Dean of the College of Education. 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 tenth day of classes 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.

V. Graduate Application and Fee
The student must file an application for the degree with the Registrar’s Office and pay a graduation fee in accordance with the date determined each semester by university officials.
W. 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.

X. 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.

Y. Graduate Admission Tests

The Graduate Record Examination (GRE) is administered by the Computer Based Testing Center, 54 Magruder Street (Starkville Campus) http://www.msstate.edu/dept/cts/testing/.

Appointments may be set up by calling 662-325-6610. The mailing address is Computer Based Testing, P.O. Box 9747, Mississippi State, MS 39762. Applicants to a graduate program should have appropriate test scores, if required, sent to the Office of Graduate Studies, P.O. Box G, Mississippi State, MS 39762.

Z. 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://www.msstate.edu/dept/audit/mainindex.html

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<th>Title</th>
<th>Policy Number</th>
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<td>Honor Code Council Procedure</td>
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<td>Academic Records</td>
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<td>Academic Suspension and Dismissal</td>
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<td>Class Attendance &amp; Reporting Absences</td>
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<td>Academic Amnesty for Graduate Students</td>
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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

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<td>Code of Student Conduct</td>
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<td>Definition of a Student</td>
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<td>Documentation of Students with a Specific Learning Disorder,</td>
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<td>or a Psychiatric/Psychological Disorder</td>
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<td>Drug Free Campus</td>
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<td>Electronic Communications Student Policy</td>
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<td>Harassment</td>
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<td>Sexual Misconduct</td>
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<td>Class Attendance and Reporting Absences</td>
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<td>Student Use of Computing Resources</td>
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IV. MASTER OF SCIENCE (M.S.) DEGREE PROGRAMS

A. M.S. Degrees in Counseling

The M.S. in Counseling degree with a concentration in Rehabilitation, School, and Student Affairs in Higher Education is designed to be completed in five semesters (48 hours). Students usually carry twelve semester hours each semester, with the last semester being six (6) hours during Internship. The M. S. degrees in Clinical Mental Health Counseling requires six (6) semesters of study (60 credit hours) with an enrollment of twelve hours each semester. Students must also be sure they have completed the required prerequisite course for each course enrolled. 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. Students who do not hold a Mississippi educator license and wish to be licensed as a school counselor in Mississippi must submit passing scores on the PRAXIS.

C. Transfer Credit

A maximum of 9 semester hours required for the 48 hour degree 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.

A maximum of 18 semester hours or required for the 60 hour degree 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)

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<th>Course</th>
<th>Title</th>
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<tr>
<td>COE 6903</td>
<td>Developmental Counseling and Mental Health</td>
<td>3</td>
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<td>COE 8013</td>
<td>Counseling Skills Development (Prereq: COE 8023)</td>
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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] 3
(Prereqs: COE 8023, 8013, 8043, 8633, 8703, EPY 8263*)
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 18 semester hours may be transferred from an accredited institution with advisor’s approval.

*Can be taken with Practicum

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPY 8263</td>
<td>Psych Testing in Educational &amp; Related Settings</td>
<td>3</td>
</tr>
<tr>
<td>COE 8013</td>
<td>Counseling Skills Development (Prereq: COE 8023)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8023</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COE 8043</td>
<td>Group Techniques/Procedures (Prereq: COE 8023, 8013)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8063</td>
<td>Research Techniques for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>COE 8073</td>
<td>Cultural Foundations in Counseling</td>
<td>3</td>
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</table>

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

Approved Electives (6 Hours)
Electives must be approved upon consultation with 6
faculty advisor.

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

3. School Counseling Curriculum Requirements (Total Program Hours = 48)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8263</td>
<td>Psych Testing in Educational &amp; Related Settings</td>
<td>3</td>
</tr>
<tr>
<td>COE 8013</td>
<td>Counseling Skills Development (Prerequisite: COE 8023)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8023</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COE 8203</td>
<td>Placement and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COE 8043</td>
<td>Group Techniques/Procedures (Pre: COE 8013, 8023)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8063</td>
<td>Research Techniques for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>COE 6903</td>
<td>Developmental Counseling and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>COE 8073</td>
<td>Cultural Foundations in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COE 8903</td>
<td>School Counseling Services</td>
<td>3</td>
</tr>
<tr>
<td>COE 8923</td>
<td>Seminar in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>COE 8913</td>
<td>Counseling Children OR</td>
<td>3</td>
</tr>
<tr>
<td>EPY 6113</td>
<td>Behavioral &amp; Cognitive Behavioral Interventions OR</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8253</td>
<td>Child &amp; Adolescent Development &amp; Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

School Counseling Curriculum (9 Hours)
COE 8903 School Counseling Services 3
COE 8923 Seminar in School Counseling 3

Restricted Elective (select only one)
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 3
(Prereq: COE 8023, 8013, 8043, 8903)
COE 8730 Internship (Prerequisite: COE 8053) 6
OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8150</td>
<td>Academic Year Long School Counseling Practicum (Prereq: COE 8023, 8013, 8043, 8903, EPY 8263)</td>
<td>6</td>
</tr>
<tr>
<td>COE 8740</td>
<td>Academic Year Long School Counseling Internship (Prereq: COE 8150)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Approved Electives (3-6 Hours)**
Electives must be approved upon consultation with faculty advisor.

**Transfer**
A maximum of 9 hours may be transferred from an accredited institution with advisor’s approval.

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### 4. Student Affairs Curriculum Requirements (Total Program Hours = 48)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8263</td>
<td>Psych Testing in Educational &amp; Related Settings</td>
<td>3</td>
</tr>
<tr>
<td>COE 8013</td>
<td>Counseling Skills Development (Prereq: COE 8023)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8023</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COE 8203</td>
<td>Placement and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COE 8043</td>
<td>Group Techniques/Procedures (Prereq: COE 8023, 8013)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8063</td>
<td>Research Techniques for Counselors</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Affairs Curriculum (15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8553</td>
<td>Student Affairs in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>COE 8523</td>
<td>Student Development Theory</td>
<td>3</td>
</tr>
<tr>
<td>COE 8563</td>
<td>Intro to Assessment in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>COE 8543</td>
<td>Legal Issues in Student Development</td>
<td>3</td>
</tr>
<tr>
<td>HED 8113</td>
<td>Admin of Student Personnel Services in Higher Ed</td>
<td>3</td>
</tr>
</tbody>
</table>

**Field Experience (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8053</td>
<td>Practicum (Prereqs: COE 8023, 8013, 8043, 8553)</td>
<td>3</td>
</tr>
<tr>
<td>COE 8730</td>
<td>Internship (Prereq: COE 8053)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Approved Electives (6 Hours)**
Students may choose from a list of approved electives. Other electives must be approved upon consultation with faculty advisor. Total electives must equal 6 total semester hours.

**Transfer**
A maximum of 9 semester hours may be transferred from an accredited institution with advisor’s approval.
E. Residency
There is no 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 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]

*Rehabilitation counseling is accredited by CORE. Rehabilitation students are not scored on questions about career and lifestyle development and human growth and development.

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 [20 questions]
- Family Counseling [20 questions]
- Psychosocial Rehabilitation [20 questions]

**Rehabilitation Counseling**
- Vocational Rehabilitation Counseling [15 questions]
- Medical Aspects of Disability [15 questions]
- Psychological Aspects of Disability [15 questions]
- Job Placement in Rehabilitation [15 questions]

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

**Student Affairs in Higher Education**
- Student Affairs in Higher Education [15 questions]
- Student Development Theory [15 questions]
- Administration of Student Personnel Services in Higher Education [15 questions]
- Legal Issues in Student Development [15 questions]

1. **Failure of the Final 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.

2. **Scoring**
To pass the Core area of the CPCE comprehensive examination, students must correctly answer 50% of the items. To pass the Emphasis area of the CPCE comprehensive examination, students must correctly answer 50% of the items. A student who fails part of the examination must retake that part which was failed.
V. Educational Specialist Degree Programs

A. Hours Required

The Educational Specialist degree (EdS) 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.

B. Departmental Procedures and Policies

1. To be accepted for the EdS degree program, prospective students must have a master’s degree in counseling or related field (as determined by program concentration), a recommended minimum GPA of 3.3 on all graduate course work, a recommended minimum GRE (V+Q) of 246, and a recommended minimum GRE Analytic Writing score of 3.0 (on a 6-point scale). To be accepted for the school counseling emphasis, applicants also must pass the PRAXIS I (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 EdS 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 EdS program of study.

2. EPY 6214 Ed./Psy. Statistics (or equivalent statistics course).

3. Planned applied research involving analysis of data.
   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)*

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

EdS 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. Format for the Research-Focused Directed Individual Study/Special Problem - Used by EdS Students in Analysis of Original Data or with Planned Applied Research

1. Introduction

• Introduction: Briefly outline the problem of interest and give a preview of the hypotheses or research questions to be developed. Make clear why this study is worth doing.
• Statement of Problem: This section should contain one concise statement which defines the specific research problem.
• Hypotheses: If the study is experimental or ex post facto use hypotheses. If the study is descriptive or historical in nature use questions.

2. Literature Review

• Describe the previous research studies in this area that led you to the hypotheses or questions.
• Discuss studies related to your independent and dependent variables and the relationship between them.
• Identify a theory that is clearly applicable to your study, discuss it and demonstrate how your study will either support or refute it.

3. Methodology

• Describe your proposed study in sufficient detail that your reader would be able to replicate it.
• Sample: Who were the participants? What was the setting? How many participants and how were they identified? Include a description of relevant demographic variables. Specify how the sample was selected.
• Instrumentation: This includes a description of all the instruments/questionnaires or tasks from which the quantitative data were obtained. The description of each instrument must include the following:
  o What the test is designed to measure
  o Description of the scales/sub-tests
  o Reliability and Validity
• Materials: This section includes a description of any materials used in the course of the study.
• Procedures: This includes a detailed account of what was done with or to the subjects, where it was done, the order in which it was done, etc.
• Data Analysis: All data process and analyses are to be discussed in this section. The level of significance should be given.

4. Results

• Report results here with no explanations.
• Include group means, standard deviations, variances, F- or t-scores.
• Consult the APA Publication Manual for the various formats for reporting statistics.
• The results chapter ends with a recap of your hypotheses or questions and whether they were supported or failed to be supported by your results.

5. Discussion

• Give a brief summary of the whole study, an explanation of the meaning of your findings, and implications of your research.
• Note limitations of your research.
• Also indicate any additional research which may be needed in the future.

H. 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.

I. Time Limit

All work for the EdS degree must be completed within a period of time not to exceed eight years. The time limit begins when the first course on the EdS 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. Therefore, it is imperative that the EdS degree be completed within six years.

J. Graduate Committee

The graduate committee for the EdS 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 EdS 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.

K. Educational Specialist Comprehensive Examination

A written comprehensive examination is required of ALL EdS 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.

However, 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 the directions of the committee chair and determines whether the student has passed. 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

The student must apply to take the final (comprehensive) examination during the early part of the term in which the student plans to graduate. 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 EdS 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 EdS 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, rehabilitation, or student affairs.
- “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 98 hours above the bachelor’s degree. 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/School programs must have a minimum of two (2) years of acceptable work experience.

C. Academic Requirements

At least three academic years of study or a minimum of 98 semester hours beyond the baccalaureate degree are necessary to earn a doctorate in the counseling. 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 and Educational Psychology, 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, & Student Affairs

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, Rehabilitation, and Student Affairs. 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 may be incorporated into doctoral studies.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8063</td>
<td>Research Techniques in Counseling (or Master’s Level Equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8214</td>
<td>Advanced Ed &amp; Psych Statistics (Prerequisite: EPY 6214)</td>
<td>4</td>
</tr>
<tr>
<td>EPY 9213</td>
<td>Advanced Analysis in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EPY 9263</td>
<td>Applied Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HED 8133</td>
<td>University &amp; Community College Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

**One additional statistics/research course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 9443</td>
<td>Single Subject Research Design or</td>
<td>3</td>
</tr>
<tr>
<td>EDF 9453</td>
<td>Qualitative Techniques in Educational Research or</td>
<td>3</td>
</tr>
<tr>
<td>HI 8923</td>
<td>Historiography and Historical Methods or</td>
<td>3</td>
</tr>
</tbody>
</table>

(Other approved graduate course in research or statistics) 19

**Doctoral Counseling Core + Dissertation Research (38 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 9013</td>
<td>Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>COE 9023</td>
<td>Advanced Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COE 9033</td>
<td>Advanced Seminar Research</td>
<td>3</td>
</tr>
<tr>
<td>COE 9043</td>
<td>Advanced Group Work &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>COE 9073</td>
<td>Advanced Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COE 9083</td>
<td>Advanced Assessment Techniques in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COE 9000</td>
<td>Dissertation / Research</td>
<td>20</td>
</tr>
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</table>

Total 38

**Field Experience (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 9740</td>
<td>Advanced Doctoral Practicum [300 – hours]</td>
<td>3</td>
</tr>
<tr>
<td>COE 9750</td>
<td>Doctoral Internship [600 – hours]</td>
<td>6</td>
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Total 9

**Approved Electives (3-15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8223</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 9313</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 8123</td>
<td>University and Community College Governance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor or Focus Area (12 Hours)**

Total 1
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 may be incorporated into doctoral studies.

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<thead>
<tr>
<th>Course</th>
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<tr>
<td><strong>Research and Education Core (19 Hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE 8063</td>
<td>Research Techniques in Counseling (or Master’s Level Equivalent)</td>
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<td></td>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Field Experience (9 Hours)</strong></td>
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<td></td>
</tr>
<tr>
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<td>9</td>
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<td><strong>Approved Electives (3-15 Hours)</strong></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Minor or Focus Area (12 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>
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
  o delivering a presentation about the application of knowledge gained from the focus area to a symposium of departmental faculty and students OR
  o 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 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 and Educational Psychology. 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 Sheet. 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. 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 in Graduate Program. 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.

L. 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 45 semester hours, unless one has an Educational Specialist degree. A maximum of 60 semester hours may be transferred if the courses in the EdS degree fit curriculum requirements of the area of program emphasis. The foregoing is subject to the approval of the student's graduate committee. 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.

M. 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.

N. 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.

O. Doctoral 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. Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program. 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. The purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counselor practice to teaching and supervision. During practica 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.

P. 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 and psychology; (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;
- 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

Q. 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8063</td>
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</tbody>
</table>

   b. Having a cumulative GPA of 3.00 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.

R. 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 clean disk 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;
- 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, School, or Student Affairs in Higher Education. The examination is administered over a two day period. Each day consists of two, four-hour periods – 8:00 a.m. to 12:00 noon and 1:00 to 5:00 p.m. with a one-hour lunch break.

The results of the written preliminary examination will be reported separately from the oral preliminary examination. The appropriate form should be signed by the major professor and counseling programs graduate coordinator and forwarded to the 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.

S. 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 oral preliminary examination for admission to candidacy for the degree must be passed by June 1 if a student intends to graduate in December, by November 1 to graduate in May, and by February
1 to graduate in August. The OPE will be conducted by the doctoral committee with each member permitted to ask questions. 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 relation to problems encountered 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.

T. 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.

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, supervision of RA’s; 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)*

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 hours</td>
<td>600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>40 hours</th>
<th>240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Work</td>
<td>10 hours</td>
<td>60 hours</td>
</tr>
<tr>
<td>Individual On-Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>1 hour per week</td>
<td>1 hour per week</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>1 ½ hours per week</td>
<td>1 ½ hours per week</td>
</tr>
</tbody>
</table>

**School Counseling Master’s Degree Students**  
*(Students without a Standard Educator License)*

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 hours</td>
<td>600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>240 hours</th>
<th>240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Work</td>
<td>60 hours</td>
<td>60 hours</td>
</tr>
<tr>
<td>Individual On-Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>1 hour per week</td>
<td>1 hour per week</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>1 ½ hours per week</td>
<td>1 ½ hours per week</td>
</tr>
</tbody>
</table>

**Doctoral Students**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 hours</td>
<td>600 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>120 hours</th>
<th>240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Supervision</td>
<td>1 hour per week</td>
<td>1 hour per week</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>1½ hours per week</td>
<td>1 ½ hours per week</td>
</tr>
</tbody>
</table>

**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, Clinical Mental Health Counseling supervisors licensed as Professional Counselors are preferred, and Student Affairs supervisors must have experience in an area of specialization compatible with students’ interest. 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
privacy and confidentiality in their working relationship 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 in comprehension 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:

A. Informed Consent Agreement ......................................................................................................................... 83
B. Counselor Professional Dispositions ............................................................................................................... 84
C. Graduate Student Review and Evaluation ..................................................................................................... 86
D. Professional Development Plan ....................................................................................................................... 89
E. Master’s Graduation Checklist ....................................................................................................................... 91
F. Program Planning Guides .................................................................................................................................. 92
   1. Clinical Mental Health Counseling ................................................................................................................... 92
   2. Rehabilitation Counseling ............................................................................................................................. 93
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   5. Transfer Approval Form .................................................................................................................................. 109
   6. Request for Scheduling Overload .................................................................................................................... 109
A. Informed Consent Agreement

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

The expectations of the Department’s curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a 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 and Educational Psychology 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, practica, 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 and Educational Psychology 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 __ Student Affairs
College Counseling: ______

Degree: __Master’s __Specialist __PhD

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

Evaluation Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No basis for Judgment</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory/Unacceptable (Fails to meet minimal graduate student expectations)</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement (Meets minimal graduate student expectations/inconsistent)</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory/Acceptable (Meets graduate student expectations consistently)</td>
</tr>
<tr>
<td>4</td>
<td>Outstanding (Meets and exceeds graduate student expectations consistently)</td>
</tr>
</tbody>
</table>

Academic Progress

MSU CEP Departmental Student Retention Committee and faculty report of unsatisfactory grades in “gatekeeper” classes: COE 8023: Counseling Theory; COE 8013: Counseling Skills; COE 8043: Group Techniques and Procedures; COE 8053/8153: Practicum; and COE 8730/8740: Internship.

Dispositions

0 1 2 3 4

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.

Dispositions (continued)

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**

MSU Counseling Program Professional Development Plans on file for any student under review. (see Professional Impairment section of the Counseling Program Handbook)

**Other**

(Please provide evaluator comments reflecting “other” issues not included elsewhere on this form.)

**Potential for Success as a Professional**

**Comments:** (Please provide evaluator comments reflecting acceptable or outstanding behaviors, as well as specific identification of the student’s need for improvement or unsatisfactory behaviors.)

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: ____________
Advisor Signature: ___________________________ Date: ____________
D. Professional Development Plan (PDP)

PDP for: _________________________________________________________
       (Student Name and MSU ID Number)

Date: ______________

The MSU CEP Department, Counseling Program and the university are committed to educating professional counselors-in-training, and to our students having a successful graduate experience. In the professional judgment of program faculty, your progress in the program:
   € needs improvement
   € is unsatisfactory and fails to meet the program/university standards

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

You are expected to:
   • Abide by all of the stipulations indicated in this PDP
   • Abide by all of the responsibilities, policies and procedures described in the Counseling Programs Graduate Student Handbook
   • Maintain regular communication with your graduate advisor.

A departmental case review by the CEP Departmental Student Retention Committee may occur if you:
   • Are not making satisfactory academic progress or meeting the program or university standards
   • Are noncompliant with Counseling Program Dispositions (of a serious, repetitive, or pervasive nature)
   • Fail to meet the terms of the PDP (Professional Development Plan)

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

For any questions or issues you have concerning this PDP, please contact your graduate program advisor. You may contest this PDP through an appeal to the CEP Student Retention Committee if you so desire. See your Counseling Programs Graduate Student Handbook for more information.
PART A: Counseling faculty (or instructors) have identified specific concerns about your academics, professional skills, or professional counselor dispositions.

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

PART B: In order for you to satisfactorily progress in the MSU Counseling Program, the department faculty is requiring that you meet the following conditions:
(To be completed by faculty advisor after meeting with student to discuss areas of concern.)

I understand the conditions of this document. Any breach of this agreement constitutes grounds for review by the CEP Student Retention Committee or possible dismissal from the Counseling Program. I understand that I can contest this PDP through an appeal to the CEP 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
E. Master’s Graduation Checklist

Student’s Name: __________________________________________________________

Area: Clinical Mental Health    Rehab    School    Student Affairs-Admin
       SA-College Counseling

Major Advisor: __________________________________________________________

________ Date of admission to program

________ Anticipated graduation date

________ Last possible graduation date (8 years from date of 1st course)

________ Extension of Time (required if student does not complete degree requirements within the 8-year time limit)

________ Program of Study (typed, signed, & in file by end of first semester)

________ Transfer hours (transcript of all transfer hours is required)

________ Program changes (program must be updated as changes occur)

________ Program check before applying to take comps (compare program with current transcript for accuracy and make any changes necessary)

________ Apply to take comprehensive exam (student is required to have completed all but 6 program hours; internship is not included in the count)

________ Program check before applying for graduation (compare program with current transcript for accuracy and make any changes necessary)

Comments: __________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

CLEARED FOR GRADUATION:

__________________________________________________________________________

Advisor’s Signature                                  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)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
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<td>COE 6903</td>
<td>Developmental Counseling and Mental Health</td>
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<td>COE 8013</td>
<td>Counseling Skills (Prereq: COE - 8023)</td>
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<td>COE 8023</td>
<td>Counseling Theory</td>
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<td>COE 8043</td>
<td>Group Techniques and Procedures (Prereq: COE 8023, 8013)</td>
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<td>Research Techniques for Counselors</td>
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<tr>
<td>COE 8073</td>
<td>Cultural Foundations in Counseling</td>
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<tr>
<td>COE 8203</td>
<td>Placement and Career Development</td>
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<td>EPY 8263</td>
<td>Psych Testing in Educational and Related Settings</td>
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### Mental Health Counseling Curriculum (15 hours)

<table>
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<td>Family Counseling (Prereq: COE 8023)</td>
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<td>COE 8633</td>
<td>Psychosocial Rehabilitation</td>
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<td>COE 8703</td>
<td>Principles of Clinical Mental Health Counseling</td>
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<td>COE 8803</td>
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<tr>
<td>COE 8773</td>
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<tr>
<td>COE 8783</td>
<td>Counseling the Chemically Dependent Family</td>
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### Field Experience (9 hours)

<table>
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<tr>
<th>Course</th>
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<th>Hrs</th>
<th>Grade</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 8053</td>
<td>Practicum [100 hours] (Prereqs: COE 8023, 8013, 8043, 8633, 8703, EPY 8263*)</td>
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<td>COE 8730</td>
<td>Internship [600 hours] (Prereq: COE 8053)</td>
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### Approved Electives (12 hours total; 9 must be COE)

<table>
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<tr>
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<th>Hrs</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>COE</td>
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</table>

Transfer: A maximum of 18 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>EPY 8263</td>
<td>Psych Testing in Educational and Related Settings</td>
<td></td>
<td>3</td>
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<td>COE 8013</td>
<td>Counseling Skills Development (Prereq: COE 8023)</td>
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<td>COE 8023</td>
<td>Counseling Theory</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE 8043</td>
<td>Group Techniques and Procedures (Prereq: COE 8013, 8023)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>COE 8063</td>
<td>Research Techniques for Counselors</td>
<td></td>
<td>3</td>
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<tr>
<td>COE 8073</td>
<td>Cultural Foundations in Counseling</td>
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### Rehabilitation Counseling Curriculum (15 hours)

<table>
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<tbody>
<tr>
<td>COE 6373</td>
<td>Vocational Assessment of Special Needs</td>
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<tr>
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<td>Vocational Rehabilitation Counseling</td>
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<tr>
<td>COE 8363</td>
<td>Psychological Aspects of Disability</td>
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<td>COE 8373</td>
<td>Medical Aspects of Disability</td>
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<td>COE 8383</td>
<td>Job Placement in Rehabilitation</td>
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### Field Experience (9 hours)

<table>
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<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
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### Approved Electives (6 hours)

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</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>EPY 8263</td>
<td>Psych Testing in Educational and Related Settings</td>
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<tr>
<td>COE 8013</td>
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<td>COE 8023</td>
<td>Counseling Theory</td>
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<td>COE 8203</td>
<td>Placement and Career Development</td>
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<tr>
<td>COE 8043</td>
<td>Group Techniques and Procedures (Prereq: COE 8013,8023)</td>
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<tr>
<td>COE 8063</td>
<td>Research Techniques for Counselors</td>
<td>3</td>
<td></td>
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<tr>
<td>COE 6903</td>
<td>Developmental Counseling and Mental Health</td>
<td>3</td>
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<td>COE 8073</td>
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### School Counseling Curriculum (9 hours)

<table>
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<td>COE 8923</td>
<td>Seminar in School Counseling</td>
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### Restrictive Elective (select only one)

- COE 8913 - Counseling Children OR
- EPY 6113 - Behavioral & Cognitive Behavioral OR
- EPY 8253 - Child & Adolescent Development

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

<table>
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<tr>
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<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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</thead>
<tbody>
<tr>
<td>COE 8053</td>
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<tr>
<td>COE 8730</td>
<td>Internship (Prereq: COE 8053)</td>
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<td>OR</td>
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### Approved Electives (3-6 hours)

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Transfer: A maximum of 9 semester hours may be transferred from another accredited institution with advisor’s approval.
# 4. Planning Guide - Student Affairs in Higher Education Administration - MS Degree

**Total Program Hours = 48**

Student’s Name: ________________________________________________________________

<table>
<thead>
<tr>
<th>Counseling Core Curriculum (18 hours)</th>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<td>COE 8063 - Research Techniques for Counselors</td>
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<td>COE 8553 - Student Affairs in Higher Education</td>
<td>3</td>
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<td>COE 8523 - Student Development Theory</td>
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<tr>
<td>COE 8563 – Intro to Assess in Student Affairs</td>
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<td>COE 8543 - Legal Issues in Student Development</td>
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<td>HED 8113 - Admin of Student Pers Serv Higher Ed</td>
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<tr>
<th>Field Experience - Required (9 hours)</th>
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<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>COE 8053 - Practicum (Prereq: COE 8023, 8013, 8043, 8553)</td>
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<td>COE 8730 – Internship (Prereq: COE 8053)</td>
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<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>COE 8533 – Literature of Student Affairs</td>
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<tr>
<td>HED 8123 – University and Comm College Governance</td>
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<td>HED 8143 – Seminar in University and Comm College Ed</td>
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<th>Elective Choice</th>
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<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
</tr>
</thead>
</table>

Transfer: A maximum of 9 semester hours may be transferred from another accredited institution with advisor's approval.
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.
6. Planning Guide – Ph.D. in Counseling (PHCE)
Mental Health, Rehabilitation, Student Affairs College Counseling and Administration
Total Program Hours - minimum of 98 hours beyond the Bachelor’s degree

Student’s Name: ________________________________

Research and Education Core (19 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tr>
<td>COE 8063</td>
<td>Research Techniques in Counseling (or Master’s Level Equivalent)</td>
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<tr>
<td>EPY 8214</td>
<td>Advanced Ed &amp; Psych Statistics (Prereq: EPY 6214)</td>
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<tr>
<td>EPY 9213</td>
<td>Advanced Analysis in Educational Research</td>
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<td>3</td>
<td></td>
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</tr>
<tr>
<td>EPY 9263</td>
<td>Applied Research Seminar</td>
<td></td>
<td>3</td>
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<tr>
<td>HED 8133</td>
<td>University and Community College Instruction</td>
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**One additional statistics/research course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>EDF 9443</td>
<td>Single Subject Research Design OR</td>
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<td></td>
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<tr>
<td>EDF 9453</td>
<td>Qualitative Techniques in Educational Research OR</td>
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<td>HI 8923</td>
<td>Historiography and Historical Methods OR</td>
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<td>3</td>
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other approved graduate courses in research or statistics.

Doctoral Counseling Core & Dissertation Research (38 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>COE 9013</td>
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<tr>
<td>COE 9023</td>
<td>Advanced Counseling Theory</td>
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<tr>
<td>COE 9043</td>
<td>Advanced Group Work &amp; Systems</td>
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<td>3</td>
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<tr>
<td>COE 9073</td>
<td>Advanced Multicultural Counseling</td>
<td></td>
<td>3</td>
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<tr>
<td>COE 9083</td>
<td>Advanced Assessment Techniques in Counseling</td>
<td></td>
<td>3</td>
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<tr>
<td>COE 9000</td>
<td>Dissertation / Research</td>
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Field Experience - Required (9 hours)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
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<tbody>
<tr>
<td>COE 9740</td>
<td>Advanced Doctoral Practicum [300-hour]</td>
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<tr>
<td>COE 9750</td>
<td>Doctoral Internship [600-hour]</td>
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Approved Electives - Required (3-15 hours) Courses such as the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
<th>Hours</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EPY 8223</td>
<td>Psychological Foundations of Education</td>
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<td>3</td>
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<tr>
<td>EDF 9313</td>
<td>Philosophy of Education</td>
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<td>3</td>
<td></td>
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<tr>
<td>HED 8123</td>
<td>University and Community College Governance</td>
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<td>3</td>
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<tr>
<td>Minor or Focus Area - Required (12 hours)</td>
<td>Course</td>
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<td>Semester</td>
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<td>Grade</td>
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</table>
7. Planning Guide – Ph.D. in School Counseling (PHSE)

Total Program Hours = minimum of 98 hours beyond the Bachelor’s degree

Student’s Name: ________________________________

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**One additional statistics/research course**

EDF 9443 - Single Subject Research Design
EDF 9453 - Qualitative Techniques in Educational Research OR
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Other approved graduate course in research or statistics

### Doctoral Counseling Core & Dissertation Research (38 hours)

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### Approved Electives - Required (3-15 hours)

Courses such as the following:

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</tbody>
</table>
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
☐ Student Affairs College Counseling
☐ Student Affairs in Higher Education Administration
☐ Educational Psychology
☐ School Psychology

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: ____________________________ Date: __________
Advisor’s Approval: ____________________________ 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:
School Psychology: October ______ (Year)
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:
☐ Educational Psychology
☐ Clinical Mental Health Counseling
☐ Rehabilitation Counseling
☐ Student Affairs Admin
☐ School Counseling
☐ School Psychology

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. Doctoral Graduation Checklist

**Student’s Name:** 

**Major:** 

**Emphasis:** 

**Advisor:** 

**Minor:** 

**Advisor:** 

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>To be Completed</th>
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<td>Admitted to doctoral program</td>
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<td>MM YY</td>
<td>Anticipated graduation date</td>
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<td>MM YY</td>
<td>Last possible graduation date (5 years from date of passing WPE)</td>
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<tr>
<td>MM YY</td>
<td>Extension of Time (required if student does not complete degree in 8 yrs)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Committee Request form (submit by end of 1st semester in program)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Committee Change form (submit as changes occur)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Program of Study (submit by end of 1st semester in program)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Page 3 Program of Study (list courses earned in another degree program and accepted toward fulfilling requirements of PhD at MSU)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Request to take course(s) elsewhere (request form must be completed by student, submitted to advisor for approval, &amp; filed in student’s folder)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Transfer Hours (must list courses taken elsewhere specifically to be applied toward PhD on “Transfer Approval Sheet” &amp; attach to program)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Program Change Form (student prepares &amp; submits form as changes occur)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Program Check prior to Applying to sit for Prelims (compare program with current transcript for accuracy and make any changes necessary)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Application to take Prelims (student completes form, submits to advisor for approval, forwards to Records Manager for processing)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Preliminary Exam (doctoral written exam) (exam administered 3 times a year-Jan, Apr, Aug; results indicated on “Report of Exam Results” form in student’s file)</td>
</tr>
<tr>
<td>MM YY</td>
<td>Oral Defense of Prelims (date set by advisor w/student; student to notify committee members of date, time, place)</td>
</tr>
</tbody>
</table>
Admission to Candidacy form (completed by advisor, signed at dissertation proposal mtg, placed in student’s file, submitted to Grad Studies with grad checklist)

Research Skill #1

Research Skill #2 (presentation or publication - student must provide evidence for file, i.e. program/publication info)

Dissertation Proposal (student proposes dissertation to full committee; “Approval Form” completed at meeting, signed, & placed in student’s file)

Oral Defense of Dissertation (committee meets for student’s dissertation defense)

Program Check prior to Applying for Degree (compare program with current transcript for accuracy and make any changes necessary)

Apply for Degree (student submits application in Registrar’s Office at the beginning of semester in which student intends to graduate)

Graduation Checklist (Records Manager completes checklist review, Graduate Coordinator signs, original sent to Graduate Studies, copy to student’s file)

Cleared for Graduation: ____________________________________________   __________

Advisor                                                      Date
J. 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 and Educational Psychology
K. 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