

**DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION
COUNSELOR EDUCATION PROGRAM
120 GUYTON HALL
UNIVERSITY OF MISSISSIPPI
UNIVERSITY, MS 38677-1848
STUDENT RESPONSIBILITY FORM**

Admission into the Counselor Education Program does not guarantee graduation. Success in academic course work is only one component of becoming a successful Counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, and/or (3) personal attitudes or value systems that conflict with effective counseling relationships.

I understand that I am responsible for the information presented in the **GRADUATE MASTER'S PROGRAM IN PROFESSIONAL COUNSELING MANUAL**
http://www.olemiss.edu/depts/educ_school2/couned/pdfs/M_Ed_Handbook.pdf

I have reviewed these materials carefully. In particular, I reviewed student dispositions, the student disposition form, all materials related to the evaluation of my performance, the nature of my participation in experiential activities, and my matriculation in the program. I understand that if I have questions concerning these materials and the statement below, it is my responsibility to ask my advisor for clarification.

I understand that some of my class assignments ask for personal reflection, and that at times, I may feel some deeper emotional experiences that may benefit from counseling or other therapeutic interventions. Should I have these types of emotional experiences, I understand that I am expected to see professional services (i.e., University Counseling Center or private services).

I further understand that my instructors are ethically and legally bound to take steps to protect me and possibly make disclosures of my assignments to faculty and/or administration. In addition, I understand that faculty may initiate student retention and remediation procedures should these experiences impede my performance as a counselor in training.

I have carefully reviewed the GRADUATE MASTER'S IN PROFESSIONAL COUNSELING MANUAL, the statements made on this page, and understand that I am responsible for the information presented therein.

Signature _____

Date _____

Printed Name _____

(Signed form will be filed in student record.)

**THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
LEADERSHIP AND COUNSELOR EDUCATION**

**GRADUATE MASTER'S PROGRAM
IN
PROFESSIONAL COUNSELING
HANDBOOK**

INTRODUCTION.....	5
PROGRAM ADMISSIONS AND DIVERSITY RECRUITMENT STATEMENT.....	
Faculty	6
Marilyn S. Snow, Ph.D.	6
William B. Kline, Ph.D.....	6
Carol A. Sommer, Ph.D.....	6
David A. Spruill, Ph. D.....	6
Kevin B. Stoltz, Ph.D.....	6
Academic Advisement	6
COUNSELOR EDUCATION PROGRAM PHILOSOPHY AND MISSION STATEMENT	7
MISSION STATEMENT.....	7
COUNSELOR EDUCATION PROGRAM PHILOSOPHY	7
COUNSELOR EDUCATION PROGRAM GOALS AND OBJECTIVES	7
STUDENT PARTICIPATION IN COUNSELOR SELF AWARENESS DEVELOPMENT ACTIVITIES	8
REQUIREMENTS FOR THE M.ED. IN PROFESSIONAL COUNSELING	10
General Requirements for all Degrees.....	10
Required Program Experiences	10
Required Courses for M.Ed in School Counseling and Community Counseling	11
CACREP COMMON-CORE PROGRAM OBJECTIVES.....	12
Technological Competence.....	16
Practicum Requirements & Internship Requirements.....	16
Comprehensive Examination Procedures and Requirements.....	16
COUNSELOR EDUCATION PROGRAM STUDENT REVIEW, RETENTION, AND DISMISSAL POLICY AND PROCEDURES	17
Student Review Policy and Procedures	17
Student Retention and Dismissal Policy	18
Appeal Policy	18
ACADEMIC DISCIPLINE.....	19
ACADEMIC GRADE AND COMPREHENSIVE EXAM APPEALS PROCEDURES	ERROR! BOOKMARK NOT DEFINED.

SOE GREIVANCE POLICY AND PROCESURES.....

SOE GUIDELINES FOR CONDUCT OF FORMAL CANDIDATE

UM SEXUAL HARASSMENT POLICY..... 29

ENDORSEMENT POLICY.....

APPENDIX 1 – COURSE DESCRIPTIONS..... 31

APPENDIX 2 - STUDENT DISPOSITION FORM 36

APPENDIX 3 – HELPFUL LINKS..... 38

Introduction

This handbook informs prospective applicants and currently enrolled master's students about the academic and experiential requirements necessary to earn the Master's of Education in Professional Counseling at The University of Mississippi. The master's program in Professional Counseling is located in the Counselor Education Program in the Department of Leadership and Counselor Education in the NCATE accredited School of Education. The program's academic and experiential requirements meet the accreditation requirements of the Council for the Accreditation of Counselor and Related Educational Programs (CACREP). Program faculty members encourage prospective applicants to review this handbook in order to facilitate their decision to apply to the program. Enrolled master's students should familiarize themselves with the content of this handbook to understand program requirements and procedures, and make plans for program completion. Both potential applicants and current students should not hesitate to contact any member of the Counselor Education faculty if there are any questions.

Program Admissions and Diversity Recruitment Statement

Students are admitted once each year for entry in the fall. To initiate the application process, applicants must complete the online graduate application found on The University of Mississippi's Graduate School web page. Once the online application process is initiated, applicants will be notified by the Program Coordinator to electronically submit a resume along with the names and addresses of three professional references. Admissions are competitive for a limited number of seats. Qualifications include an undergraduate grade point average of 3.0 and scores on the GRE (Verbal, Quantitative, and Writing) that are less than five years old. An additional essential element of the admission process is an interview with program faculty. Applicant information is reviewed by faculty following the April 1, deadline each year. Faculty will determine applicants who best qualify for an interview, and during the month of April, applicants will be invited to interview with the Counselor Education faculty and current doctoral students in Counselor Education and Supervision. Following the interviews, applicants will be notified of the decision for admission by May 15. Potential applicants should read the materials in this handbook to ensure the program meets their career goals.

The Master's Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students but also for their peers. By accepting the invitation to enter the Master's Program in Counselor Education, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others who are different and to learn to communicate more effectively with diverse human beings.

For further information contact Dr. Marilyn Snow, Program coordinator at mssnow@olemiss.edu.

Faculty

Marilyn S. Snow, Ph.D. (Georgia State University), LPC, NCC, RPT-S

Associate Professor of Counselor Education

Counselor Education Program coordinator

Executive Director of the Oxford Play Therapy Training Institute

Specializations: Play Therapy, Attachment Theory, Psychodiagnosis, Multicultural Counseling Issues, Spirituality in Counseling, Traumatology, Supervision, Quantitative Research Design and Analysis

William B. Kline, Ph.D. (University of Michigan), LPC, NCC, CCMHC, CGP

Professor of Counselor Education

Counselor Education and Supervision Doctoral Program Coordinator

CACREP Liaison

Specializations: Group Counseling and Therapy; Qualitative Research Foundations, Design, and Analysis; Supervision; Counselor Education and Development; Counseling Skill Development; Research and Publication

Carol A. Sommer, Ph.D. (Southern Illinois University), LPC, NCC, ACS

Associate Professor of Counselor Education

Community Counseling Program and Clinical Coordinator

Specializations: Qualitative Research Theory and Practice, Philosophical Foundations of Theory Construction, Supervision, Narrative Applications in Counseling and Research, Vicarious Traumatization

David A. Spruill, Ph. D. (University of Florida), LPC, LMFT, NCC

Associate Professor of Counselor Education

School Counseling Program and Clinical Coordinator

Faculty Advisor for Chi Sigma Iota

Specializations: School Counseling; Marriage and Family Therapy; Professional, Legal, and Ethical Issues in Counseling; Supervision; Professional Development and Training

Kevin B. Stoltz, Ph.D. (Georgia State University), LPC, NCC, ACS

Assistant Professor of Counselor Education

Specializations: Career Development, Quantitative Research Design and Analysis, Statistical Procedures, Counseling Skill Development, Change Processes, and Therapeutic Factors

Academic Advisement

Once accepted to the master's program in Professional Counseling, master's students will be assigned a faculty member who will advise them throughout their program of study. Once entering students are informed of their acceptance into the master's program in counseling, they may contact their assigned advisor with questions concerning advisement and progression in the program.

The first semester of enrollment, students will register for COUN 539, Introduction to Counseling. This class will introduce students to program expectations and requirements along with a clear delineation of the roles of professional counselors, professional organizations, and licensure procedures in the state of Mississippi.

Counselor Education Program Philosophy and Mission Statement

MISSION STATEMENT

The principle mission of the Counselor Education Program is to prepare counselors of excellence. Specifically, we strive to graduate well-qualified K-12 School Counselors and well-prepared Community Counselors to serve in public and private community settings. Along with the masters' programs, the Counselor Education Program offers an educational specialist in school counseling and a doctoral level program in counselor education and supervision. Faculty in Counselor Education endeavor to instill a strong sense of professional identity, develop an awareness of the rich knowledge base of the counseling profession, and mentor the development of excellent counseling skills. As a part of professional identity and development, students are encouraged and assisted in obtaining licensure and certifications to promote their success.

COUNSELOR EDUCATION PROGRAM PHILOSOPHY

The general philosophy of the Counselor Education Program at The University of Mississippi is based upon the following beliefs:

- Individuals have a self-actualizing tendency, characterized by positive growth.
- The counseling relationship is one that is best conducted in a setting of equality, cooperation, and mutual respect.
- Clients have the capacity to accept and to take responsibility for their behavior and environment.
- All individuals should be treated with respect, dignity, and worth.
- As a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors so that they can help themselves in the future.
- The professionally trained counselor should develop a personally congruent and integrated counseling style, characterized by the awareness of individual influences such as cognitive, emotional, behavioral, biological, and environmental factors.
- The counseling process is an effective means for helping clients learn how to interact constructively with themselves, others, and their environments.
- Counselors should also understand the influence of culture and the systematic impact of the clients' social system including family and society.

COUNSELOR EDUCATION PROGRAM GOALS AND OBJECTIVES

The general objective of the Master's of Education in Professional Counseling curriculum is to prepare students to be professional counselors. The Counselor Education faculty believe that the

development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. The program's first priority is to serve the people of Mississippi by providing highly qualified counselors.

The Master of Education in Professional Counseling curriculum is designed to build a strong foundation for graduates entering the helping professions. This program prepares counselors to respond to the multitude of changes in a diverse society and to be sensitive to the expanding counseling profession and their roles as professionals in the field of counseling. The foundation of the program is developed around the eight common-core areas of the Council of Accreditation for Counseling and Related Educational Program (CACREP). www.counseling.org/cacrep/

The Counselor Education Program has curricular and professional objectives for each Masters of Professional Counseling student. Each of these objectives has specific outcome measures:

Curricular Objectives

Students will:

- Have knowledge of human growth and development in the context of a pluralistic society so that they can understand the nature and needs of individuals at all developmental levels.
- Have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
- Be knowledgeable about counseling and therapy theories and processes and skillful in counseling and consultation processes.
- Be knowledgeable about group development theories, group dynamics, group counseling and therapy theories, group counseling methods, and group work approaches.
- Be knowledgeable and understand career development and related factors.
- Understand and be knowledgeable about individual and group approaches to assessment and evaluation.
- Be knowledgeable about various research methods and basic statistics.
- Be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards, and credentialing.

Student Professional Objectives

In addition to the above curricular objectives, the Counselor Education Program has specific professional objectives for each student. These include:

- School Counseling students will obtain certification as school counselors.
- Community counseling students will obtain the National Certified Counselor (NCC) credential and appropriate state licensure (Licensed Professional Counselor - LPC).

STUDENT PARTICIPATION IN COUNSELOR SELF-AWARENESS ACTIVITIES

The Counselor Education Program at The University of Mississippi strongly believes in the role and value of the personhood of the counselor as a necessary component of the counseling

process. Counseling requires that the use of self as an instrument be fully integrated into the counseling process and relationship. As such, the personal qualities, characteristics, experiences, and reactions of counselors are as critical to becoming a counselor as the knowledge and skills related to functioning as a counselor.

The emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Across the program, students will be asked to take necessary risks such as sharing emotional reactions and actively participating in personal growth and self-reflection activities. This is essential for two reasons. First, the personhood of the counselor is as important to professional development as the knowledge and skill dimensions of the counseling field. Second, counseling is based on the process of self-growth and exploration on the part of the client and engaging in self-awareness and personal development is essential to encouraging such a process in others.

Some of the counselor self-awareness activities that occur during the counseling program include:

- Exploring family of origin issues through such assignments as completing a family genogram.
- Identifying biases and assumptions through such assignments as completing a cultural narrative.
- Receiving feedback on how others experience and perceive one another during such required experiences as counseling skills practice and the small group activity.
- Participating in role-play activities as a client during skills building experiences and as a group member in the small group activity.
- Giving feedback to others regarding how you experience and perceive them during such required experiences as counseling skills practice and the small group activity.
- Giving and receiving feedback in individual/triadic and/or group supervision.

Since faculty support the value of the counselor's personhood in the counseling process, the feedback students receive will be relevant to their development as a counselor. Active involvement in self-awareness development, personal reflection, and personal growth is an integral and necessary component of the counseling program. Students must be open to receiving feedback that includes the realm of their personhood and to engaging in self-exploration to complete the program successfully.

Understand that taking necessary emotional risks expressing and actively engaging in personal growth and self-reflection is particularly stressful to individuals who are not accustomed to doing so. Because of this, it is not unusual for students to discover a need to participate in counseling as clients. The University Counseling Center provides services to students at no cost for this purpose. Students who are currently involved in counseling as clients should discuss their participation as a student in the program with their counselor. The faculty is available to support students, provide referrals for counseling services, and to consult with students' counselors as needed.

Students should also understand that at no point in the program will they be required to disclose personally embarrassing information about their past or about experiences they have outside of their immediate experiences in classes. Students are advised and will be reminded to make responsible choices regarding their disclosures. The program conforms to the ethical guidelines of the American Counseling Association (ACA).

Requirements for the M.Ed. in Professional Counseling

The sections below describe general degree requirements, required courses, and the comprehensive examination.

General Requirements for all Degrees

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

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

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

Required Program Experiences

The master's program in Professional Counseling requires that all students successfully complete a range of program experiences. These experiences include satisfactory completion of required courses and course experiences, development of basic counseling skills, performance in practicum and internship, and demonstration of specific clinical competencies beyond class requirements. In addition, as stated above in the General Degree Requirements of the Graduate School of The University of Mississippi, the counselor education faculty's judgment of students' "fitness to qualify for the degree" is a critical element of students' progress and successful program completion.

Required Courses for M.Ed in School Counseling and Community Counseling

School Counseling (48 Hours)

COUN 539 Introduction to the Counseling Profession
COUN 570 Multicultural Counseling
COUN 672 Seminar in Legal and Ethical Issues
COUN 643 Group Procedures
COUN 594 Play Therapy
COUN 683 Counseling Theory
COUN 690 Counseling Skills
COUN 605 Research in Counseling
COUN 688 Organization, Administration, and Consultation in School Counseling
COUN 601 Lifespan Development
COUN 680 Career Counseling
COUN 621 Assessment
COUN 693 Practicum
COUN 682 Family Counseling
COUN 686 Counseling Children and Adolescents
COUN 695 Internship (3)

Community Counseling (60 Hours)

COUN 539 Introduction to the Counseling Profession
COUN 570 Multicultural Counseling
COUN 672 Seminar in Legal and Ethical Issues
COUN 643 Group Procedures
COUN 594 Play Therapy
COUN 683 Counseling Theory
COUN 690 Counseling Skills
COUN 605 Research in Counseling
COUN 685 Organization, Administration, and Consultation in Community Counseling
COUN 601 Lifespan Development
COUN 680 Career Counseling
COUN 621 Assessment
COUN 674 Diagnostics Systems in Counseling
COUN 693 Practicum
COUN 682 Family Counseling
COUN 686 Counseling Children and Adolescents
COUN 695 Internship (3)
Electives (9)

Please consult the course descriptions in Appendix 1.

COURSE SEQUENCE

The grid below presents the sequences of courses in the masters program in Counselor Education.

FALL (1)	SPRING (1)	SUMMER (1)
<ul style="list-style-type: none"> • COUN 539 Introduction to the Counseling Profession • COUN 570 Multicultural Counseling • COUN 672 Issues and Ethics in Counseling (9)	<ul style="list-style-type: none"> • COUN 643 Group Procedures • COUN 683 Counseling Theory • COUN 685 Organization, Administration, and Consultation in Community Counseling • COUN 688 Organization, Administration, and Consultation in School Counseling (9/18)	<ul style="list-style-type: none"> • COUN 690 Counseling Skills • COUN 605 Research in Counseling • COUN 594 Play Therapy • COUN 601 Lifespan Development (12/30)
FALL (2)	SPRING (2)	SUMMER (2)
<ul style="list-style-type: none"> • COUN 680 Career Counseling • COUN 621 Assessment in Counseling I • COUN 693 Practicum (9/39)	<ul style="list-style-type: none"> • COUN 682, Family Counseling • COUN 686 Counseling Children and Adolescents • COUN 695 Internship (9/48)	<ul style="list-style-type: none"> • COUN 674 Diagnostic Systems in Counseling (Online) • COUN 693 Advanced Play Therapy • Elective • Elective (12/60)

Required Competencies

Along with the scholarship aspect of the program, which is the mastery of academic content, the master's program in counselor education requires students to demonstrate competences in the core competency areas outlined in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2001 Standards.

CACREP COMMON-CORE PROGRAM OBJECTIVES

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- history and philosophy of the counseling profession, including significant factors and events;
- professional roles, functions, and relationships with other human service providers;
- technological competence and computer literacy;
- professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of learning and personality development;
- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques that are relevant to career planning and decision making;
- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i. ethical and legal considerations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an <http://www.counseling.org/cacrep/2001standards700.htm> (10 of 49)8/4/2004 6:20:20 AM opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
- f. integration of technological strategies and applications within counseling and consultation processes; and
- g. ethical and legal considerations.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. use of research to improve counseling effectiveness; and
- f. ethical and legal considerations.

Technological Competence

All master's students must demonstrate technological competence and computer literacy. Students must utilize technology at the time of application to a graduate program at The University of Mississippi. Students are required to demonstrate technological competencies throughout their program of study in professional counseling. These competencies are required to complete course projects, presentations, or papers successfully and are evaluated as aspects of course requirements. They include demonstrated competence in word processing (Word), presentation software (PowerPoint), literature search engines (ERIC, PSYCHINFO, Academic Search Premier), career development software required by course instructor, assessment and testing software required by instructors of these courses, email programs (Outlook or Web mail), and internet search engines (Google, Netscape, Internet Explorer). Many of the courses require students to utilize Blackboard for class notes and handouts and be able to submit assignments electronically on Blackboard.

Practicum Requirements & Internship Requirements

Students are advised to refer to the *Practicum/Internship Manual* available online for requirements in both practicum and internship.

Comprehensive Examination Procedures and Requirements

All masters degree students in the Counselor Education Program are required to pass the Counselor Preparation Comprehensive Examination (CPCE). Students will retake the CPCE until they can achieve a passing score.

The CPCE covers the eight CACREP common-core areas as defined by their Standards for Preparation:

1. Human Growth and Development (COUN 601 – Lifespan Development, COUN 683 Counseling Theory)
2. Social and Cultural Foundations (COUN 683 Counseling Theory; COUN 670 Multicultural Counseling)
3. Helping Relationships – (COUN 690 – Counseling Skills; COUN 683 Counseling Theory)
4. Group Work – (COUN 643 – Group Counseling)
5. Career and Lifestyle Development – (COUN 680 – Career Counseling)
6. Appraisal – (COUN 621 – Counseling Assessment)
7. Research and Program Evaluation – (COUN 605 – Research in Counseling)
8. Professional Orientation and Ethics – (COUN 539 – Introduction to Counseling; COUN 684 – Seminar on Legal and Ethical Issues)

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

The Counselor Education master's program conducts a formal student review at the conclusion of COUN 690 Counseling Skills see Appendix 1, Student Disposition Form. At that time, students' academic work (grades); oral and written communication skills; demonstration of counseling skills; interpersonal style; peer, student, and faculty relationships; and professional behaviors and demeanor are evaluated. In addition to the formal review process, when faculty express shared concerns about the progress of a master's student, faculty will implement a formal review procedure. The Student Review Policy and Procedures describe this process.

Student Review Policy and Procedures

In cases when faculty reach consensus regarding an area or areas of concern regarding the performance of a master's student, the following steps are employed. These steps provide the framework for working with a student who has raised concerns regarding fitness for practice as a professional counselor. The counselor education faculty follows a process in which students are provided due process. In most instances, students who demonstrate deficiencies are provided an opportunity to remediate the problems identified by the faculty. In some extraordinary cases, the faculty might move directly to the dismissal procedure.

Step 1: The program coordinator sends the student a certified letter with a return receipt that contains written notification that a problem exists. This letter will include a request for a response that contains a remediation plan and an implementation timeline to address the identified problem area or areas. This letter will include a deadline of four weeks from the date of the letter for the student's response. The student can request a two-week extension of the deadline for consideration by the counselor education faculty, but must submit this request within one week of receiving the letter. If the student does not respond by the deadline, and has not received approval of an extension from the counselor education faculty, it is assumed that the student has elected to withdraw from the program and a formal dismissal letter will be sent to the student and to the Graduate School and placed in the student's file.

Step 2: Upon receipt of the student's remediation plan and timeline, a meeting is scheduled with the student and all counselor education faculty. During this meeting, the identified problems, the student's remediation plan, and implementation timeline are discussed. The goals of this meeting are to attain agreement on the identified problem area or areas, the remediation plan, and timeline for its implementation. Along with a final determination of the remediation plan and timeline, the outcomes of this meeting can include, but are not limited to, suspension from the program until completion of the remediation plan, student probationary status until the plan is satisfactorily completed, or dismissal from the program.

Step 3: The program coordinator will send the student a certified letter with a return receipt notifying the student of his or her status, a final remediation plan, and timeline. Students on probationary status will be dismissed from the program if they do not comply with the terms of the remediation plan.

Step 4: The faculty will review the plan within the time specified and will make a recommendation for continuance or dismissal. The rationale for faculty decisions will be provided to the student in a certified letter with a return receipt from the counselor education program coordinator.

In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program or career choice. If the decision is for continuance, the student must agree to the conditions set by the faculty. Failure to adhere to the conditions may result in dismissal.

Student Retention and Dismissal Policy

Grounds for suspension, probation, and dismissal include but are not limited to the criteria described below. The various grounds for academic discipline specified in the M-Book and in the Graduate School of The University of Mississippi's General Requirements for all Degrees specify additional grounds for student review and possible dismissal. These additional criteria are also contained in this handbook. The masters program in Counselor Education employs both academic and non academic grounds for student dismissal.

- A. Violation the Code of Ethics (2005) set forth by the American Counseling Association (ACA).
- B. Failure, after two attempts, to demonstrate competency in one or more of the areas that comprise the required courses in the master's program (grade of "C" or lower).
- C. Failure to attain a cumulative grade-point average of 3.00 for two consecutive semesters.
- D. Engagement in behavior deemed inappropriate for effective professional counselors. See the following statement in the Student Responsibility Form (page 1 of this document).
The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, and (3) personal attitudes or value systems that conflict with effective counseling relationships.
- E. Repeated failure to respond appropriately to supervision.
- F. Abusive or manipulative interpersonal behavior in interactions with peers, students, clients, supervisors, department staff, university personnel, program staff, administrators, and/or faculty.
- G. Demonstration of a psychological condition judged by the counselor education faculty to have potential to harm clients, supervisees, and students.
- H. Deficient written and verbal communication skills.
- I. Violating policies and procedures established by the University, the Counselor Education Program, or those established by an assistantship, employment, practicum, or internship site.

Appeal Policy

If a recommendation for dismissal, probation, or suspension is made or if a student wishes to appeal a grade, the student must follow the University's policy for appeal, detailed in the M-Book. This information is presented in this handbook.

Academic Discipline

The Counselor Education Program uses the academic discipline policies and procedures stipulated in the Graduate Student Handbook published by The University of Mississippi Graduate School. These policies are presented below.

The academic codes of discipline of the University extend to all students, including those in graduate programs. The Schools of Law, Engineering, and Pharmacy have separate codes and procedures. A complete statement of the academic codes of discipline can be found in the **M-Book**. All graduate students, especially those working as Graduate Assistants or Graduate Instructors, have a special responsibility to familiarize themselves with the disciplinary codes of the University. As stated in the **M-Book**, “every member of the University community is charged . . . with upholding high standards of honesty and fairness in all academic matters. Any action which is contrary to these standards is subject to academic discipline as are actions which are harmful to the facilities that support the academic environment. Mutual respect and fairness are the bases of the instructor-student relationship at The University of Mississippi.” For a complete statement of all policies regarding academic discipline, consult the **M-Book** (available at the Dean of Students, 422 Student Union) or read “Section Two: Academic Information,” available on the web at: http://www.olemiss.edu/depts/dean_of_students/two.html

A portion of the second section of the **M-Book** is excerpted below.

I. ACADEMIC DISCIPLINE POLICY

A. Expectation of Honesty and Fairness

Honesty and fairness must be essential elements of the academic environment of The University of Mississippi. If either principle is diminished, the academic experience is devalued. In addition, it is important to recognize that applications for graduate and professional school, applications for employment and professional school, and applications for employment and professional licenses frequently require the applicant to state whether he or she has been found guilty of academic dishonesty. Accordingly, academic dishonesty is taken seriously at The University of Mississippi.

Every member of the University community is charged, therefore, with upholding high standards of honesty and fairness in all academic matters. Any action that is contrary to these standards is subject to academic discipline, as are actions that are harmful to the facilities that support the academic environment. Mutual respect and fairness are the basis of the instructor-student relationship at The University of Mississippi. This Academic Discipline Policy applies to all students at The University of Mississippi, graduate and undergraduate, except for students enrolled in the School of Law and undergraduates in the Schools of Engineering and Pharmacy. Those students are subject to the approved academic discipline codes and procedures in their respective schools.

B. Examples of Conduct Subject to Academic Discipline

B.1 Representing someone else's work as your own.

Plagiarism takes place when published material is copied verbatim or paraphrased without citing the source of the material. But plagiarism is not limited to copying published material. A student who copies another's homework, copies answers to test questions, or allows someone else to do work for him/her on homework or tests also violates the standards of honesty and fairness and is subject to academic discipline. A student who misrepresents the work of another as his or her own by handing in a paper purchased from a term paper service or using a paper prepared by another, or who engages another person to take a test (class-related or standardized, such as the GRE) in his/her stead, is subject to academic discipline. Violations in this area are not limited to prose or mathematics, but include art, music, computer programs, etc.

B.2 Knowingly allowing someone else to represent your work as his or her own. Under section B.1 above, there are clearly at least two persons involved: the person who does the work and the person who falsely represents that work as her or his own. A person who knowingly assists another person in falsely representing work also is subject to academic discipline.

B.3 Gaining or attempting to gain an unfair advantage.

Violations of the University's standards of honesty include possession of or an attempt to gain possession of a test prior to its being given. An attempt to gain possession does not imply that one must physically have an original of the test or assignment. Other violations include, but are not limited to, accessing computer files, breaking or entering a locked or unoccupied office in an attempt to gain an unfair advantage; using reference materials which have not been allowed by the instructor; using handwritten or printed notes during a "closed book/closed notes" test; stealing books or other materials from the Library, Museums, Computer Center, or other University facilities; removing pages from University-owned books or journals; and/or employing bribery, intimidation, or harassment in an attempt to gain unfair advantage.

B.4 Giving false information or altering documents.

Falsely attesting that work has been done when it has not been, falsely attesting that functions or classes were attended that were not attended and altering answers to test questions after the tests have been graded and returned are examples of giving false information. Altering grade report forms or changing grade forms or class rolls, either in their physical or electronic (computer file) form, and altering, falsifying, or misusing any other University documents also constitutes a violation of expected standards of honesty. Falsifying research data or other scientific misconduct also may be considered a violation.

B.5 Disruptive behavior.

Disorderly behavior that disrupts the academic environment violates the standard of fair access to the academic experience. Some examples of disruptive behavior are purposeful acts, such as "shouting down" a seminar speaker, physically or verbally harassing an instructor or fellow student, or engaging in any type of disruptive behavior in a class situation that interferes with the ability of the professor to teach or other students to learn.

B.6 Harm to the facilities that support the academic environment.

A student who purposely harms the facilities that support the academic environment may be subject to academic discipline. Damage to books, laboratory equipment, computers, and other facilities violates the standard of fair access to the academic experience.

C. Violations Are Not Limited to the Areas and Examples Given

The academic discipline procedure can be invoked whenever the principles of honesty and fairness are violated and/or the facilities that support the academic environment are harmed. The examples given above are illustrative only (it is impossible to delineate or cite every possible violation), and any act that violates the principles of honesty and fairness may be subject to academic discipline. Some acts, such as sabotage of another student's work or sabotage of an instructor's records, may not fall neatly into any one of the six areas listed above but are subject to academic discipline if proved damaging to the academic environment at The University of Mississippi.

D. Procedure

In any case where the instructor in the course believes that an offense has been committed, the following procedure shall be observed.

D.1 When a faculty member believes that a student has committed an act of academic dishonesty, he or she shall seek to discuss the apparent violation with the student as soon as possible and give the student an opportunity to explain. If the faculty member still believes the student committed an act of academic dishonesty after discussing the matter with the student, the faculty member may recommend an appropriate sanction, such as grade reduction, retake of a test or examination, extra work, failure in the course, suspension, expulsion, or a combination of these sanctions.

D.2 The faculty member shall inform the student of the recommended sanction. If the sanction is less than probation, suspension, or expulsion and the student accepts the sanction as recommended by the faculty member, the matter shall stop at this point. The faculty member then shall submit a written report of the matter to the department chair, the dean of the school or college in which the course was offered, and, if different, the student's academic dean, with a copy to the student. In the case of a graduate student, the dean of The Graduate School also shall be given a copy of the faculty member's written report. If the sanction is probation, suspension, or expulsion, the faculty member shall submit a written report of the matter to the department chair, the dean of the school or college in which the course was offered, and, if different, the student's academic dean, the registrar, the provost, and the vice chancellor for student life, with a copy to the student. If the sanction is probation or suspension, the provost shall then direct the registrar to inform the student of the sanction imposed. If the sanction is expulsion, the provost shall inform the Chancellor, and the chancellor shall direct the registrar to inform the student of his/her expulsion.

D.3 The student may challenge the sanction by an appeal in writing to the chair of the Academic Discipline Committee within 14 days of the recommendation of the sanction by the faculty member. The student's written appeal request shall state, as simply as possible, why the faculty member's decision is unacceptable. Failure to make an appeal within this 14-day time period shall constitute a waiver of the appeal right.

D.4 The chair of the Academic Discipline Committee shall appoint a subcommittee to review all written requests for an appeal to determine if a formal hearing is warranted. If, in the opinion of the subcommittee, a formal hearing is not warranted, the Academic Discipline Committee based upon written evidence submitted by the student and faculty member shall make a decision on the appeal. If the student appealing the faculty member's decision is a graduate student, the chair of the Academic Discipline Committee shall notify the dean of The Graduate School of the request for an appeal and of the subcommittee's decision on whether a formal hearing is warranted.

D.5 If the appeal is based upon a recommendation of suspension or expulsion, a hearing automatically shall be provided the student if he or she so requests.

D.6 The student shall be permitted, at his or her expense, to have an ADVISOR or legal counsel represent him or her at the hearing and through all other stages of the academic discipline process. The role of the ADVISOR or legal counsel shall be limited to an advisory capacity only. He or she will not be permitted to make opening or closing statements, question witnesses, make oral argument, and so on. The student is entitled to present witnesses or other evidence, question opposing witnesses, and make opening and concluding statements on his or her own behalf.

D.7 The Academic Discipline Committee shall tape record all hearings and, when economically feasible, also shall have hearings recorded by a court reporter. The tapes and the court reporter's record shall be preserved until the time for all avenues of appeal available to the student shall have expired. At the student's request, and at his or her own expense, copies or transcripts of the tape and the court reporter's record shall be made available.

D.8 The Academic Discipline Committee shall have the right to approve the faculty member's recommended sanction, impose a lower sanction or no sanction, or impose a harsher sanction than recommended by the faculty member. Sanctions available to the Academic Discipline Committee may include, but are not limited to, one or a combination of the following penalties:

- (a) The student receives a reduced grade, F, or zero on the assignment;
- (b) The student receives a reduced grade or an F in the class;
- (c) The student is required to take another test or examination;
- (d) The student is required to submit another term paper, computer project, etc.
- (e) The student is placed on academic disciplinary probation;
- (f) The student is suspended;
- (g) The student is expelled.

D.9 To find a student guilty of a violation, a majority vote of the members of the Academic Discipline Committee hearing the case is required. The Academic Discipline Committee shall render a written decision within five working days of the completion of the hearing. The written decision shall contain findings of fact and conclusions. The chair of the Academic Discipline Committee shall notify the student and the faculty member of the committee's action and provide them with a copy of the written decision. In cases involving graduate students, the dean of The Graduate School also must be notified of the committee's action and given a copy of the written decision. If, in cases involving undergraduates, the committee finds that no act of academic

dishonesty was committed or recommends a sanction less than probation, suspension, or expulsion, the decision of the Academic Discipline Committee shall be final. Sanctions that include probation must be approved by the vice chancellor for academic affairs. In cases involving graduate students, a committee finding that no act of academic dishonesty was committed is final, but the dean of The Graduate School shall review all committee decisions recommending sanctions and penalties, including decisions recommending the penalties of probation, suspension, or expulsion. In reviewing the committee's decision, the dean of The Graduate School shall consult with the dean of the college or school in which the course was offered, and, if different, the dean for the graduate student's degree program. The dean of The Graduate School's review of the committee's decision shall be on the record and without any right by the graduate student or his or her counsel or representative to present additional evidence or argument. The dean of The Graduate School shall, by written decision, affirm, modify, or reverse the committee's action within 10 working days of his or her receipt of the committee's written decision. The dean of The Graduate School shall notify the graduate student of his or her action and give the graduate student a copy of his or her written decision. If, in the case of undergraduates, the committee's decision recommends a sanction that includes suspension or expulsion, or, in the case of a graduate student, if the decision of the dean of The Graduate School recommends suspension or expulsion, then the student shall have the right to appeal this decision in writing to the chancellor within five working days of the student's receipt of the committee's or the dean of The Graduate School's written decision. The chancellor shall review the record and make a written decision upon the record as submitted. The student and his or her representative are not entitled to present additional evidence and argument to the chancellor. Upon making a decision, the chancellor shall notify the student, the chair of the Academic Discipline Committee, vice chancellor for academic affairs, the dean of The Graduate School, faculty member, department head, and the appropriate dean, of his or her action. They shall be given copies of the chancellor's written decision.

D.10 A student who has been suspended or dismissed may request a review of his or her case by the Board of Trustees of State Institutions of Higher Learning by submitting a written application for review to the board within 30 days of his or her receipt of the chancellor's written decision. The Board of Trustees will review the suspension or expulsion only upon the record submitted to it in accord with procedures outlined in The Bylaws and Policies of the Board of Trustees of State Institutions of Higher Learning, a copy of which is located in the Office of the Chancellor and is available to each student.

D.11 If the sanction is suspension or expulsion, the vice chancellor for academic affairs shall provide a written report of the outcome to the department chair, the dean of the school or college in which the course was offered, and, if different, the student's academic dean, the registrar, and the vice chancellor for student life, with a copy to the student. This written report shall not be provided until the appeals process is completed.

E. Attendance in Class Pending Outcome of Appeal

A student who has been informed that a grade penalty of failure has been imposed shall be immediately dismissed from the class involved unless the student plans to appeal the penalty. In the event of an appeal, the student may continue to meet the class until the appeal process has

been concluded. The student should be given a grade of I (incomplete) during the pending of an appeal.

F. Offenses Not Associated with a Course

The policies and procedures outlined above are to be followed when academic dishonesty takes place in an academic course. When academic dishonesty not directly associated with a course taken for University credit is committed, the individual detecting the dishonesty shall serve in the same role as a faculty member in a course. Procedures paralleling those described above will be followed. Examples of such academic dishonesty include, but are not limited to, cheating on competency tests or on comprehensive examinations.

G. Penalties

The academic discipline penalty for the commission of any offense in most cases will be failure in the course. However, other penalties, such as lowering a grade, disciplinary probation, suspension and/or expulsion, may be recommended by the Academic Discipline Committee. Graduate Students performing research should also familiarize themselves with the University's policies regarding *Research Misconduct*.

Academic Grade and Comprehensive Exam Appeals Procedures

The doctoral program in Counselor Education implements The University of Mississippi grade appeal procedures included The University of Mississippi *Graduate Student Handbook*. These procedures are below.

This procedure provides the graduate or undergraduate student with a means of appealing a course grade that he or she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons unrelated to academic performance. As with the above standards of discipline, all graduate students, especially those serving as Instructors or Assistants, should familiarize themselves with this procedure by reading Part Two ("Academic Grade Appeal") of Section Two in the **M-Book**. This section can be found on the web at: http://www.olemiss.edu/depts/dean_of_students/two.html

The introductory summary of the steps in this procedure, as found in the **M-Book**, is excerpted below. A more detailed description of each step follows this summary in the **M-Book**.

PROCEDURE

The grade-appeal procedure is designed to provide an undergraduate or graduate student at The University of Mississippi with a clearly defined avenue for appealing the assignment of a course grade he or she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance. The student's request for a grade appeal may be taken successively to the professor, the chair of the department in which the grade was given, and the dean of the school or college to which the department belongs, with a possible resolution of the conflict at any stage. Either the student or the professor may appeal a decision made at the dean's level by making a written request for a review by an Academic Appeals Committee. A final grade is the professor's evaluation of the student's work and achievement throughout a semester's attendance in a course. Factors upon which the final grade may be based are

attendance, recitation, written and oral quizzes, reports, papers, final examinations, and other class activities. There is a presumption that the professor who has conducted the course is professionally competent to judge the student's work, and in the absence of convincing evidence to the contrary, has evaluated it fairly. In all cases, the complaining student shall have the burden of proof with regard to all allegations in his or her complaint and in his or her request for review or hearing. If any party fails to pursue any step of the grade-appeal procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All correspondence and records shall be retained in the office in which the complaint is finally resolved. In any situation in which a graduate student wishes to appeal the results received on his or her comprehensive examinations, he or she should contact the dean of The Graduate School for a copy of The Graduate School Appeal Procedure, which shall apply in such a case.

In the outline below and in the sections that follow, time periods in Steps 1 and 2 are in calendar days and are measured from the first day of the regular semester that follows receipt of the grade being appealed. That is, for a grade received for work done in a fall semester (including grades awarded in the fall for I's received from previous work), the time deadlines are measured from the first day of the following spring semester. For grades received for work done in a spring or summer semester, the time deadlines are measured from the first day of the fall semester. The remaining time periods are in calendar days and are measured from the date of an initiating action.

A. Outline of Grade-appeal Procedure and Time Schedules

Step 1 Informal Consultation With Faculty Member

Must be initiated within 30 calendar days. Must be completed within 45 calendar days.

Step 2 Appeal to the Department Chair(s)

A written appeal must be submitted to the chair of the department in which the course is being appealed and to the chair of the department in which the student is majoring (if different). The department chair has 15 calendar days from receipt of the appeal to achieve resolution of the appeal.

Step 3 Appeal to the Dean

A written request that the appeal be forwarded to the dean of the school or college in which the course was offered must be submitted to the department chair within seven calendar days following the end of the 15-day time period in Step 2. (In the case of a graduate student, the appeal is forwarded to the dean of The Graduate School.) The department chair must forward the request and pertinent material to the dean within five calendar days of receipt of the request. The dean must render a written decision within 15 days of receipt of the appeal.

Step 4 Appeal to Academic Appeals Committee

Either the student or the faculty member may request a review by an Academic Appeals Committee. A written request must be submitted to the vice chancellor for academic affairs within 15 days of the receipt of the dean's decision.

Important Note: As a consequence of the above procedure, all faculty members (including instructors) are required to retain grade-related materials (graded exams and papers,

records of grades and attendance, etc.) until the end of the next regular (Spring or Fall) semester. Materials related to an ongoing appeal must be retained for six months following the completion of the appeal process.

B. Non-Academic Discipline Policy and Disciplinary Procedures

The University of Mississippi has established procedures for handling misconduct of a personal or organizational nature, including fraud, alcohol and drug abuse, disorderly conduct, personal assault, vandalism and theft, unauthorized entry, possession of firearms, arson and false alarms, gambling, unauthorized assembly, disregard for University authority, hazing, and disturbing noise. The **M-Book** delineates the various procedures for hearings, sanctions, and appeals.

Appeal of a Graduate Comprehensive Examination

The University of Mississippi awards graduate degrees only to those students who demonstrate to the graduate faculty a high level of academic competence achieved through intelligence, scholarship, and industry. The determination of fitness for a particular degree rests solely upon the judgment of the graduate faculty. The comprehensive examination, required of every doctoral student and many Master's students, is an important measure of academic competence. Every department offering a graduate degree has the authority to establish a limit on the number of times a student may sit for comprehensive examinations and on the time that must elapse before failed examination can be retaken.

If a graduate student believes that the results of his or her comprehensive examinations were based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic and professional evaluation, the following appeal procedure may be pursued. In all cases of complaint, the student will have the burden of proof with respect to all allegations in the complaint. If the student fails to pursue any step in the procedure within the time allowed, the disposition of the case made in the last previous step shall be final. Retention of all correspondence and records related to the appeal is the responsibility of The Graduate School. A complete statement of the procedure can be found in the **M-Book**. The summary of the process that follows is provided as introductory information. Students considering an appeal should carefully review the official policy of the University as printed in the **M-Book**.

- **Step One:** Within 5 days of receiving notification of failure, the student may appeal, in writing, to the chair of the department. Consulting with the exam coordinator, the chair will attempt to resolve the appeal within 10 class days dating from the receipt of the written appeal. The chair must then inform the student, in writing, of the results.

- **Step Two:** If the appeal is not resolved, a student may submit a written appeal to the Dean of The Graduate School within 5 class days of the chair's denial. If clear and convincing evidence suggests that the committee was biased in its initial decision, the Dean may assign a newly constituted committee to administer a second examination. The Dean will deliver his decision, in writing, to the student, the department chair, and the Vice Chancellor for Academic Affairs.

- **Step Three:** Either the student, the department chair, or a majority of the original examining committee may appeal the Dean's decision. The appeal must be made, in writing, to the Vice

Chancellor of Academic Affairs within 5 class days of the Dean's decision. All previous decisions will be stayed pending the outcome of this final appeal. Using all available resources, the Vice Chancellor will make a final determination which will be communicated, in writing, to the student, the department chair, and the Dean of The Graduate School.

School of Education Grievance Policy and Procedures

UNDERGRADUATE/GRADUATE CANDIDATE GRIEVANCE POLICIES AND PROCEDURES

The School of Education defines a legitimate grievance as a circumstance that can be substantiated and is regarded by the candidate as a just cause for complaint. A grievance can be relevant to any incident involving a classroom instructor, faculty advisor, field experience supervisor, administrator or faculty member in the School of Education. A grievance may deal with circumstances involving alleged unfair or irresponsible behavior including violations of department or SOE policies. Candidates should follow the University policy for grievances related to academic issues.

Procedures Used to Initiate Grievance:

Step 1: Informal Processes

The School encourages candidates to make every effort to resolve their problems and concerns directly and informally with the faculty members or other involved parties. Discussions among the involved parties (including the department chairperson when appropriate) constitute the first step in the informal process.

Step 2: Formal Procedures at the Department Level

If informal discussions do not result in a resolution of the problem, the candidate may initiate the formal grievance procedure by submitting a written complaint appropriate to the nature of the complaint. Should the department chair be named in the grievance, the Assistant Dean for Certification and Advisement, the School's grievance officer, will appoint a faculty member in the department to conduct the departmental grievance process. A formal complaint must be filed using the *School of Education Candidate Grievance Form* and must be submitted within 15 class days¹ of the point in time when the grievant had knowledge or should have had knowledge of the problem being grieved. The department chair or Associate Dean will conduct a formal grievance hearing utilizing existing departmental grievance procedures and will inform the candidate of a decision within 15 class days. A copy of the *Departmental Candidate Grievance Report* will be filed in the department and will be forwarded to the School if the decision is appealed to that level.

Step 3: Formal Procedures at the School Level

If, after utilizing the procedures outlined in Step 2, the candidate's problem is not resolved, the candidate has a right to file a grievance at the School level within 15 class days following the

decision rendered by the department chairperson. The Associate Dean for the School of Education will appoint an *ad hoc* panel to conduct a hearing.

¹ Class days do not include official university approved holidays.

ad hoc panel will consist of 1three members, one of whom is a candidate. The *ad hoc* panel will be selected from a pool of faculty and candidates in the standing Candidate Grievance Committee appointed by the Associate Dean which consists of at least eight faculty members and at least four candidates. A faculty member will serve as chair (appointed by the Associate Dean) of the *ad hoc* panel and will conduct the hearing according to the Guidelines for the Conduct of Candidate Grievance Hearings. After the hearing, the *ad hoc* panel will meet in closed session to determine its recommendations. The recommendations of the *ad hoc* panel will be forwarded to the Dean of the School by the Associate Dean. The Dean will inform the candidate of the School's decision.

Step 4: Appeal of the School's Decision

Decisions of this committee will be considered final; however, an appeal for review of a decision may be directed to the Dean. The Dean may uphold or overturn a decision of the committee. Decisions of the Dean are final and not subject to appeal within the School of Education.

SCHOOL OF EDUCATION GUIDELINES FOR CONDUCT OF FORMAL CANDIDATE GRIEVANCE HEARINGS AT THE SCHOOL LEVEL

- A copy of the *Candidate Grievance Form* (See Appendix 2) filed by the candidate will be forwarded to the department(s) and parties involved by the Associate Dean.
- Within ten (10) days of receipt of the candidate's grievance form, the department(s) and the candidate filing the grievance will submit supporting documents and a list of witnesses that may be called to participate in a hearing. Each party will receive a copy of the materials and list of witnesses submitted by the other party.
- An *ad hoc* panel will be appointed by the Associate Dean. The panel members will be selected from the pool of members on the School Candidate Grievance Committee and will consist of three members, one of which will be a candidate. One of the faculty members will be appointed to serve as chair.
- The Associate Dean will forward all materials to the hearing panel and will schedule a hearing within twenty (20) class days of receipt of all written information. All parties involved will be notified as to date, time, and location of the hearing.
- The Associate Dean will serve as hearing officer and conduct the hearing utilizing the following format:

1. The petitioner and the respondent will each provide a brief opening statement.
 2. Each party will make a presentation of position and evidence, beginning with the petitioner. Witnesses may be called at this time. Questioning will be restricted to members of the hearing panel and the hearing officer. Questions by the involved parties to the witnesses will be addressed through the hearing officer.
 3. Each party will have the opportunity for rebuttal during which additional evidence may be introduced to refute points made by the other party.
 4. Each party will make a brief summary statement.
- Attendance at hearings is limited to the hearing officer, panel members, the petitioner, the respondent, and their respective witnesses. Witnesses may be present only during their own testimony.
 - After the hearing the panel will meet in closed session to determine its recommendations that will be forwarded to the Dean. The written recommendations will include a finding of fact regarding the incident and application of School or University policy. The Dean will inform all parties of a decision within five (5) class days after the hearing.

Endorsement Policy

Consistent with the ACA Code of Ethics Standard F.5.d. on Endorsement, The University of Mississippi's Counselor Education Program faculty in their roles as instructors and supervisors will endorse students in the program for certification, licensure, employment, or completion of their degrees only when they believe these students are qualified for the endorsement. Regardless of qualifications, the Counselor Education Program faculty will not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

Sexual Harassment Policy

The Counselor Education program also implements The University of Mississippi Sexual Harassment Policy which is also found in the Graduate Student Handbook. This policy is below.

The University of Mississippi has adopted the policy that all faculty, staff, and students have the right to work and learn in an environment free from harassment due to unwelcome and unwanted sexual attention. Beyond any civil and criminal repercussions (sexual harassment is a violation of federal law), offenders will be subject to appropriate University disciplinary action. Students who violate these policies may face expulsion; faculty and staff may face dismissal. Sexual harassment is defined as any unwelcome sexual advance, any request for sexual favors, and/or other verbal or physical conduct of a sexual nature when a) submission to such conduct is made (explicitly or implicitly) a condition of employment or education, b) submission to or rejection of such conduct is used as the basis of for academic or employment decisions, or c) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance by creating an intimidating, hostile, or offensive learning or working environment. Acts of Sexual Harassment include, but are not limited to, the following:

- Physical Acts (rape, assault, touching, etc.)
- Direct or Implied Threats Regarding Employment or Academic Status

- Direct Propositions of a Sexual Nature
- Subtle Pressure for Sexual Activity
- A Pattern of Conduct that Embarrasses or Humiliates
- Use of Sexually Degrading or Vulgar Language to Describe a Student or Employee
- Suggestive or Obscene Comments or Gestures
- Gratuitous Display of Sexually Suggestive Objects, Pictures, or Cartoons

Procedures for addressing complaints of sexual harassment are described in the **M-Book**, the **Faculty and Staff Handbook**, and in the bulletin “Sexual Harassment: A Guide for Students and Employees,” available in the Office of Equal Opportunity and Regulatory Compliance (217 Martindale). During investigations of such matters, the University takes all reasonable steps to preserve confidentiality.

Appendix 1 – Course Descriptions

Counselor Education — COUN (Course catalog descriptions).

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

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

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

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

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

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

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

593. TOPICS IN COUNSELING. Topical format to address areas of interest to professional counselors. May be repeated for credit. (3).

594, 595. TOPICS IN COUNSELING. (Same as COUN 593).

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

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

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

621. ASSESSMENT IN COUNSELING I. Basic assessment principles including achievement, aptitude, and intelligence tests, interest and personality inventories, clinical interviews, case conferences, and observations. (3).

622. ASSESSMENT IN COUNSELING II. Continuation of COUN 621 with more detail and emphasis on personality measures and advanced assessment techniques. (3).

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

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

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

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

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

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

670. PSYCHOLOGICAL CONSULTATION. Principles and systems of consultation for use by the professional counselor. Specific techniques and role issues are presented from theoretical and applied perspectives. (3).

672. SEMINAR: ISSUES AND ETHICS IN COUNSELING. Current ethical and legal guidelines and professional issues relevant to training, research, and practice in counseling. (3).

674. DIAGNOSTIC SYSTEMS IN COUNSELING. Various facets of diagnosis within assessment process. Structure of the current Diagnostic Statistical Manual and its use in counseling. (3).

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

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

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

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

685. ORGANIZATION, ADMINISTRATION, AND CONSULTATION IN COMMUNITY COUNSELING. Organization, administration, evaluation, and consultation in community counseling programs. Presents effective service delivery within current ethical and professional standards. (3). Prerequisites: COUN 539 and consent of instructor.

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

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

688. ORGANIZATION, ADMINISTRATION, AND CONSULTATION IN SCHOOL COUNSELING. Organization, administration, consultation, and evaluation of school counseling programs. Presents effective service delivery within current ethical and professional standards. (3). Prerequisites: COUN 539.

690. COUNSELING SKILLS. Preparation for supervised counseling practicum. Students are taught a conceptual model for counseling process. Exercise in self-awareness and skills for the stages of the helping relationship. Prerequisites: COUN 683, permission of instructor, COUN majors only. (May be repeated for credit). (3).

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

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

697. THESIS. (1-12).

700. ADVANCED TOPICS IN COUNSELOR EDUCATION. This course provides detailed exploration in specific areas of counselor education (social and cultural diversity, human growth and development, assessment, career development, and, ethical and legal issues). May be repeated for credit. For COUN doctoral students only. (3).

750. RESEARCH AND PUBLICATION IN COUNSELOR EDUCATION. Explores issues, methodologies, and critical lines of inquiry in counselor education literature. Examines publication processes for journals and textbooks in counselor education. Emphasizes peer review writing projects. For COUN doctoral students only. (3).

751. QUALITATIVE PERSPECTIVE IN COUNSELOR EDUCATION. Contrasts modernist, postmodern, and social constructionist perspectives. Compares philosophical positions, methods, and objectives of essential qualitative approaches. Examines approaches sensitive to research objectives of counselor educators. Emphasizes design and conceptualization of qualitative projects. For COUN doctoral students only. (3).

752. QUALITATIVE METHODS AND ANALYSIS FOR COUNSELOR EDUCATORS. Project based course. Includes collecting and analyzing qualitative data and writing results. Employs various data collection methods and Grounded Theory analytic tools and coding procedures. Prerequisite COUN 751. (3).

753. SUPERVISION OF COUNSELING SERVICES. Principles and methods involved in supervising and evaluating counseling processes, psychological services, testing. (May be repeated for credit). (3).

754. ADVANCED CLINICAL SUPERVISION. (3).

767. FIELD STUDY. Report involving original study of a problem in the candidate's field of specialization. (1-6). (Z grade).

783. ADVANCED COUNSELING THEORY. This course will deepen students' understanding of systems of counseling, psychotherapy, and psychological understanding. Students will develop a greater appreciation for the varying perspectives on human behavior proposed by the different theoretical orientations to counseling. (3).

793. ADVANCED PRACTICUM. Supervised counseling with case study and use of advanced approaches. Prerequisite: COUN 693; application must be submitted and approved during the preceding semester; for COUN doctoral students only. (3-9). (Z grade).

794. ADVANCED GROUP COUNSELING. Advanced group counseling and therapy theory and techniques. Includes topical seminars, supervision of group leadership, and development of personal leadership style. Prerequisites: COUN 643, 693, 695 or their equivalents.

795. INTERNSHIP. Doctoral-level, full-time supervised counseling internship at an approved site. Prerequisite: completion of comprehensive examination, acceptance of dissertation

proposal, and program faculty approval. Application must be submitted and accepted during the preceding semester; for COUN doctoral students only. (3-18). (Z grade).

797. DISSERTATION. (3-18) (Z grade).

Appendix 1 - Student Disposition Form

Candidate Name _____

Please indicate the score that most accurately represents an assessment of the candidates dispositions indicated on this sheet. This must be completed with the candidate and both candidate and faculty will sign the document. Candidates or faculty may supply additional comments in the space provided.

	No Basis for Judgment	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Candidate demonstrates a willingness to engage in Professional interactions with persons form diverse cultures	0	1	2	3	4
2. Candidate demonstrates appropriate behaviors in interactions with persons from diverse cultures	0	1	2	3	4
3. Candidate conveys feedback in an appropriate manner	0	1	2	3	4
4. Candidate acknowledges feedback from faculty and peers	0	1	2	3	4
5. Candidate responds appropriately to feedback and direction form faculty	0	1	2	3	4
6. Candidate appears to maintain a balance in his/her life.	0	1	2	3	4
7. Candidate demonstrates a willingness and openness to self-examination	0	1	2	3	4
8. Candidate behaves in appropriately assertive manner in interactions	0	1	2	3	4
9. Candidate demonstrates awareness of appropriate boundaries	0	1	2	3	4
10. Candidate behaves in a manner consistent wit the ACA code of Ethics	0	1	2	3	4
Total Score					

Candidate approved to proceed to COUN 693 Practicum

Candidate required to re-enroll in COUN 690 Counseling Skills (See comments on reverse side of this sheet).

Faculty Signature _____ Date _____

Candidate Signature _____ Date _____

Appendix 2 - School Of Education Candidate Grievance Form

Today's Date:	Date Incident Occurred:
Name:	Candidate ID #
Address;	E-mail:
City, State, Zip	Phone: (Home) (Cell)
Department: Major:	Graduate <input type="checkbox"/> Undergraduate <input type="checkbox"/>

Statement regarding when you discovered the issue being grieved:
(Please attach additional comments.)

Statement of the Problem Being Grieved and Evidence to Support the Grievance:
(Please attach additional comments.)

Remedy or Action Being Requested:
(please attach additional comments.)

Complete If Applicable:
Reason(s) for disagreement with previous decision if a prior hearing was held:
(please attach additional comments.)

Appendix 3 – Helpful Links

American Counseling Association (ACA)	www.counseling.org
Association for Play Therapy (APT)	www.a4pt.org
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	www.cacrep.org
Mississippi Board of Licensed Professional Counselors	www.lpc.state.ms.us
Mississippi Counseling Association (MCA)	www.mca.web.org
Mississippi State Department of Education	
National Board for Certified Counselors (NBCC)	www.nbcc.org