

FALL 2023

**PHD PROGRAM IN
COUNSELOR
EDUCATION AND
SUPERVISION**
Student Handbook

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Supersedes all previous versions



THE UNIVERSITY of
MISSISSIPPI

School of Education
Leadership &
Counselor Education

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SECTION 1

Introduction

This handbook informs prospective applicants and currently enrolled doctoral students about the academic and experiential requirements necessary to earn the Ph.D. in Counselor Education and Supervision at The University of Mississippi.

Program faculty members encourage prospective applicants to review this handbook in order to facilitate their decision about whether to apply to the program.

Newly admitted Ph.D. students are required to read this handbook in its entirety and to provide written verification that they have done so, that they understand their student responsibilities, and that they are committed to counseling dispositions (see Appendix A). The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, program requirements and procedures, the student review, retention and dismissal policy, the process of planning a program of study, the supervised counseling experiences in our programs, the exit requirements for graduation, and procedures for obtaining licensure and endorsement following graduation.

Potential applicants should contact the program coordinator with questions, and current students are welcome to contact any member of the Counselor Education faculty with questions.

The Counselor Education faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through our program. Faculty members are available to schedule appointments with you to assist you in progressing through your program. However, you are responsible for knowing the content contained within this handbook. Faculty members and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Therefore, reviewing this handbook periodically is highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or course faculty. Contact information for each faculty member is listed in this handbook in Section 2. Each of us has scheduled weekly office hours, so please feel free to contact us.

SECTION 2

Counselor Education Faculty

The counselor education program faculty includes five full-time individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty members are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations.

Faculty offices are located on the first floor of Guyton Hall. The telephone number for the department office is 662-915-7069. Each faculty member can also be reached by telephone directly. Their direct office numbers and email addresses are listed below.

Kenya G. Bledsoe, Ph.D., NCC, NCSC, LPC-S (AL) **Assistant Professor**

Contact Information

Office Location: 143 Guyton Hall
Telephone: 662.915.8821
Email: kbledsoe@olemiss.edu

Education

B.A., The University of Southern Mississippi
M.S., Mississippi State University
Ed.S., University of Alabama – Birmingham
Ph.D., University of Alabama

Dr. Bledsoe is a Ph.D. graduate from The University of Alabama. Her doctoral training was supported by a NBCC Minority Fellowship and Chi Sigma Iota International Fellowship. Her research interests include clinical supervision, school counseling, and college access for underrepresented student groups. She worked as a school counselor for 15 years. Dr. Bledsoe is a member of the American Counseling Association and American School Counseling Association, and she serves on the executive counsel for the Alabama Counseling Association.

Alexandria K. Kerwin, Ph.D., LPC, NCC **Associate Professor and Program Coordinator**

Contact Information

Office Location: 142 Guyton Hall
Telephone: 662.915.2342
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Education

B.A., The University of Southern Mississippi
M.S., The University of Southern Mississippi
Ph.D., Idaho State University

Dr. Kerwin's teaching and research interests include social justice and diversity issues in counseling, professional identity, supervisory relationships, counselor wellness, and creativity in counselor education.

Stephanie L. Lusk, Ph.D., CRC
Professor and Doctoral Program Coordinator

Contact Information

Office Location: 106 Guyton Hall
Telephone: 662.915.2176
Email: slusk@olemiss.edu

Education

B.A., University of Arkansas
M.Ed., Arkansas State University
Ph.D., University of Arkansas

Dr. Lusk received a doctorate from the University of Arkansas in Rehabilitation Education and Research. Her research interests include marijuana for the treatment of chronic health conditions, co-occurring disorders, and treatment for opioid use disorders.

Mandy L. Perryman, Ph.D., NCC
Associate Professor

Contact Information

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Education

B.A., Louisiana Tech University
M.A., Nicholls State University
Ph.D., University of New Mexico

Dr. Perryman's teaching and research interest include the family's role in childhood obesity, eating disorders and disordered eating, and compassion fatigue and self-care among mental health professionals.

Erika L. Schmit, Ph.D., LPC (TX)
Associate Professor

Contact Information

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Education

Ph.D., University of New Mexico

Dr. Schmit's areas of expertise included clinical mental health, inpatient treatment, suicide intervention and training, and teaching and research practices in Counselor Education. In 2022, she was awarded the Texas Association for Counselor Education and Supervision's Outstanding Counselor Educator Award.

Amanda M. Winburn, Ph.D., SB-RT
Assistant Chair and Associate Professor

Contact Information

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Education

B.S., Kentucky Wesleyan College
M.Ed., Indiana University
Ed.S., The University of Mississippi
Ph.D., The University of Mississippi

Dr. Winburn has over a decade of experience working with children in various settings. Dr. Winburn is a licensed educator, counselor, and administrator. She primarily teaches courses within the School Counseling specialty area. Dr. Winburn also has a strong interest in School Based Play Therapy. Over the last 8 years, she has been actively involved in play therapy at the University of Mississippi both at the clinical setting as well as actively conducting research within the field. Other research interests include school counseling and bullying.

Department Chair and Support Staff

Richard S. Balkin, Ph.D., LPC, NCC
Chair and Professor

Contact Information

Office Location: 134 Guyton Hall
Telephone: 662.915.2155
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Education

B.S.Ed., University of Missouri - Columbia
M.Ed., University of Missouri - Columbia
Ph.D., University of Arkansas

Dr. Balkin has worked as a counselor educator since 2003, with an emphasis on teaching research methods and statistics across the college of education, preparing doctoral students in counseling for academic careers, and master's level counselors to work in community and school settings. His clinical experiences include 7 years working with adolescents, adults, and geriatric clients in an acute care, inpatient, psychiatric hospital; 21 years of community, engagement and private practice; and initial training as a school counselor.

Cindy Rimoldi
Administrative Coordinator I

Contact Information:

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SECTION 3

Mission

Whereas the principle mission of a master's program in counseling is to prepare counselors of excellence, the fundamental mission of the doctoral program in Counselor Education and Supervision is to develop counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional leaders. This perspective employs the following assumptions about the development of doctoral students as effective counselor educators. Effective counselor educators are:

- **Committed to a clear and specific professional identity as counselor educators.** This identity includes membership in the Association for Counselor Education and Supervision (ACES), American Counseling Association (ACA), and ACA divisions that reflect professional specializations and interests. In addition, this identity involves holding the professional counselor license in their state, and certification as a Nationally Certified Counselor (NCC). Finally, this professional identity includes active participation in national, regional, and state professional counselor organizations.
- **Multiculturally competent professionals.** Competence includes essential knowledge, skills, and personal awareness. Students must be aware of their own biases, understand the social and economic conditions related to prejudice and oppression, and are committed to social advocacy.
- **Skillful teachers.** Becoming a skilled teacher involves understanding and applying relevant theory and the development of an effective personally congruent teaching style. The development of effective teachers requires on-going teaching experiences under the close supervision of faculty and peers. Opportunities to reflect on and discuss teaching experiences with peers and faculty are critical to this development.
- **Effective supervisors.** Becoming an effective supervisor involves understanding and applying relevant theory and the development of an effective personally congruent supervision style. This development requires academic and on-going supervised experiences that mirror the supervisory roles of counselor education faculty. Opportunities to reflect on and discuss supervision experiences with peers and faculty are critical to this development.
- **Competent researchers.** Becoming a competent researcher involves becoming knowledgeable and skillful in conceptualizing, conducting, and analyzing quantitative and qualitative research. The process of becoming a competent researcher includes participating in academic experiences and supervised research activities that culminate in the dissertation. The doctoral program in Counselor Education and Supervision emphasizes ongoing participation in research as important aspects of academic and program requirements. The dissertation is the culminating demonstration of research competence.
- **Effective writers.** Writing skills are required in the development of course materials, professional communications, and publication. Without effective writing

skills, counselor educators will not be successful in their profession. All faculty are committed to the evaluation and development of students' writing skills in all academic experiences.

- **Effective contributors and leaders in professional organizations.** Contributions through leadership include attendance and presentations at professional counseling organization conferences, organizational committee membership, participation on professional journal editorial boards, and participation as elected leaders in professional organizations. In addition, leadership includes advocating for clientele and the profession locally and on a state and national level.
- **Competent individual and group counselors.** Becoming a competent counselor involves understanding and applying relevant theory and the development of an effective personally congruent counseling style. This development requires academic and on-going supervised experiences that enhance the continued development and/or refinement of advanced counseling skills that conceptually link counseling practice to teaching supervision. Additionally, a thorough understanding of major professional and advanced issues in individual and group counseling, including social, cultural, ethical, and legal considerations, is essential. Opportunities to reflect on and discuss counseling experiences with peers and faculty are critical to this development.

Programs in Counselor Education

The doctoral program in Counselor Education and Supervision is housed in the Counselor Education Program within the Department of Leadership and Counselor Education in the university's NCATE/CAEP-accredited School of Education. Currently, there are four professional counseling programs at The University of Mississippi:

1. Ph.D. in Counselor Education and Supervision
2. Ed.S. in Counselor Education – Play Therapy Track
3. Ed.S. in Counselor Education – School Counseling Leadership
4. M.Ed. in Professional Counseling - Clinical Mental Health Counseling Track
5. M.Ed. in Professional Counseling - School Counseling Track

The overarching objective of the doctoral program in counselor education and supervision is to develop counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional faculty members at colleges and universities. Fundamental to the mission statement is the conviction that the master's degree in counseling is the clinical degree in counselor education and that doctoral study, while it enhances the clinical skills of students, aims to develop effective counselor educators.

The master's and doctoral programs are accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP), a specialized accrediting body that grants accreditation to graduate level programs in professional counseling. CACREP does not offer accreditation for Ed.S. programs.

Ph.D. in Counselor Education and Supervision

The doctoral program requires a minimum of three, and more typically four, years of full-time study. The doctoral program in counselor education and supervision requires that all students successfully complete a range of program experiences. These experiences include development of program of study including a specialization area, satisfactory completion (grade of B or higher) of required coursework, satisfactory completion of comprehensive exams, successful completion of the dissertation, and satisfactory completion of practicum and internship experiences. Following completion of a clinical practicum, students must also complete internship experiences in counseling, supervision, and teaching.

The doctoral program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Additional Programs

Ed.S. in Counselor Education – Play Therapy Track

The University of Mississippi's Counselor Education Program and its Clinic for Outreach and Personal Enrichment (COPE), an approved center for play therapy education by the Association for Play Therapy, is pleased to offer a post-master's specialist degree in counselor education for those interested in play therapy and becoming credentialed as a Registered Play Therapist. Our program is provided online for national and international students.

This one-year program consists of a fall to summer curriculum with a two-semester clinical practicum experience and an intensive supervision residency. Students will complete 18 credit hours, record at least 335 hours of play therapy sessions, and receive 35 hours of supervision from Registered Play Therapist-Supervisors. An onsite residency is required for three days in the summer semester. The residency is held at The University of Mississippi at the Counselor Education Clinic for Outreach and Personal Enrichment. The residency is limited to 10 students, so several residencies may occur through the months of June and July to accommodate all students in a given cohort.

Ed.S. in Counselor Education – School Counseling Leadership

The Educational Specialist degree in Counseling is a 30 credit-hour online curriculum designed to provide advanced training for professional school counselors in elementary, middle, and high school settings. This advanced degree program will focus on training school counseling district level leaders who use data, build partnerships, and advocate for all students. Additionally, this program will assist students to meet the requirements for a higher tiered educator licensure (ex: MS AAA). Opportunities for counselors in school settings to seek other advanced credentials, such as National Certified Counselor (NCC) status will also be available. The Ed.S. program is available for students who already hold a Master's degree in school counseling.

M.Ed. in Professional Counseling - Clinical Mental Health Counseling Track

Professional clinical mental health counselors work with individuals, families, and other groups to address and treat mental and emotional disorders and to promote mental health. Clinical mental health counselors are trained to assist individuals dealing with a variety of concerns including career goals, wellness issues, depression, addiction and substance abuse, suicidal impulses, stress, grief, and problems with self-esteem. The clinical mental health counseling track qualifies graduates to work in a wide variety of mental health settings including inpatient, outpatient, college counseling, and private practice. Graduates may choose to work with a specialized population such as children, adolescents, couples, or families.

The objective of the Master of Education in professional counseling curriculum is to prepare students to be professional counselors. The counselor education faculty believes that the development of a strong professional identity, rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. A priority for the program is to serve the people of Mississippi by providing highly qualified counselors. The professional clinical mental health counseling program is a 60-credit hour program that requires experiential components including a 100 clock-hour practicum and 600 clock-hour internship.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for licensure as a professional counselor (LPC) in the State of Mississippi. Upon graduation students are eligible to sit for National Clinical Mental Health Counseling Examination (NCMHCE) and to apply to the State for the LPC credential. Information on licensure as a professional counselor (LPC) can be found later in this handbook.

M.Ed. in Professional Counseling - School Counseling Track

Professional school counselors are licensed professionals who assist students in their academic, social, emotional and career development, and help them define the best pathways to achieve satisfaction and success. Professional school counselors also serve as leaders and effective team members, working with parents/guardians, teachers, administrators, and other school personnel to ensure that each student succeeds. The school counseling track provides students with minimum qualifications to serve as licensed school counselors at the elementary, middle, or high school level.

The objective of the Master of Education in professional counseling curriculum is to prepare students to be professional counselors. The counselor education faculty believes that the development of a strong professional identity, rich knowledge base, and expertise in the skills of counseling are essential to becoming a professional counselor. A priority for the program is to serve the people of Mississippi by providing highly qualified school counselors.

The school counseling track requires that all students successfully complete a range of program experiences, which include satisfactory completion of required courses, development of basic counseling skills, performance in a school-based practicum and internship, and demonstration of counseling and track-specific competencies beyond class requirements. The professional school counseling program is currently a 48-credit hour program that requires experiential

components including a 100 clock-hour practicum and 600 clock-hour internship. However, in accordance with newly released CACREP standards, the professional school counseling program at the University of Mississippi will be expanded to a 60-credit hour program by the year 2020.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for licensure as a school counselor in the State of Mississippi. Upon graduation students are eligible to sit for the national PRAXIS examination in school counseling and to apply to the State for licensure as a school counselor. Information on licensure as a school counselor (LPC) can be found later in this handbook.

Program Standards and Curricular Objectives

The primary objective of the Ph.D. program in Counselor Education and Supervision is to develop counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional faculty members at colleges and universities. Fundamental to the mission statement is the conviction that the master's degree in counseling is the clinical degree in counselor education and that doctoral study, while it enhances the clinical skills of students, aims to develop effective counselor educators. The program is designed around the five doctoral core areas of the Council of Accreditation for Counseling and Related Educational Program (CACREP). See www.counseling.org/cacrep/

Doctoral CACREP Standards

All students enrolled in the Ph.D. program in Counselor Education and Supervision will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. COUNSELING

- A. Scholarly examination of theories relevant to counseling
- B. Integration of theories relevant to counseling
- C. Conceptualization of clients from multiple theoretical perspectives
- D. Evidence-based counseling practices
- E. Methods for evaluating counseling effectiveness
- F. Ethical and culturally relevant counseling in multiple settings

2. SUPERVISION

- A. Purposes of clinical supervision
- B. Theoretical frameworks and models of clinical supervision
- C. Roles and relationships related to clinical supervision
- D. Skills of clinical supervision
- E. Opportunities for developing a personal style of clinical supervision

- F. Assessment of supervisees' developmental level and other relevant characteristics
- G. Modalities of clinical supervision and the use of technology
- H. Administrative procedures and responsibilities related to clinical supervision
- I. Evaluation, remediation, and gatekeeping in clinical supervision
- J. Legal and ethical issues and responsibilities in clinical supervision
- K. Culturally relevant strategies for conducting clinical supervision

3. TEACHING

- A. Roles and responsibilities related to educating counselors
- B. Pedagogy and teaching methods relevant to counselor education
- C. Models of adult development and learning
- D. Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- E. Effective approaches for online instruction
- F. Screening, remediation, and gatekeeping functions relevant to teaching
- G. Assessment of learning
- H. Ethical and culturally relevant strategies used in counselor preparation
- I. The role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

- A. Research designs appropriate to quantitative and qualitative research questions
- B. Univariate and multivariate research designs and data analysis methods
- C. Qualitative designs and approaches to qualitative data analysis
- D. Emergent research practices and processes
- E. Models and methods of instrument design
- F. Models and methods of program evaluation
- G. Research questions appropriate for professional research and publication
- H. Professional writing for journal and newsletter publication
- I. Professional conference proposal preparation
- J. Design and evaluation of research proposals for a human subjects/institutional review board review
- K. Grant proposals and other sources of funding
- L. Ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY

- A. Theories and skills of leadership
- B. Leadership and leadership development in professional organizations
- C. Leadership in counselor education programs
- D. Knowledge of accreditation standards and processes
- E. Leadership, management, and administration in counseling organizations and other institutions
- F. Leadership roles and strategies for responding to crises and disasters
- G. Strategies of leadership in consultation
- H. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

The Ph.D. program in Counselor Education and Supervision is further guided by the following 2016 CACREP Standards:

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree.
2. Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.
3. Doctoral program admission criteria include (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.
4. During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.
5. Doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.
6. Doctoral programs require two core counselor education program faculty in addition to the minimum three core counselor education program faculty members required for entry-level programs.
7. Students in doctoral-level programs establish an approved doctoral committee and work with the committee to develop and complete a program of study.

Program-Specific Objectives

While working to ensure that the curriculum addresses all of the CACREP standards identified above, the Counselor Education Program has identified specific objectives for the doctoral program.

<p style="text-align: center;">The University of Mississippi Counselor Education and Supervision Ph.D. Program Objectives</p>
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Program Objectives

The objectives of the Ph.D. program in Counselor Education and Supervision at The University of Mississippi are:

- To prepare students with the knowledge and skills associated with the five doctoral core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
 1. Counseling
 2. Supervision
 3. Teaching

4. Research and Scholarship
 5. Leadership and Advocacy
- To prepare graduates who demonstrate the knowledge and skills required to engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master's level students
 - To prepare graduates who have the knowledge and skills to provide culturally sensitive, ethical and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession

Methods of Instruction

To assist students in mastering the knowledge, skills and dispositions necessary for success as a counselor educator, the program employs various methods of instruction geared toward adult learners. These include:

- Campus-based didactic classes
- Campus-based experiential classes
- Supervised clinical experiences
- Supervision of supervision
- Supervised teaching internships
- Independent and collaborative research projects

SECTION 4

Program Application and the Admission Process

Potential applicants should read the materials in this handbook to ensure the program meets their career goals and should understand that participation in the program precludes full-time employment. The program admission process is designed to assess the candidate's suitability and commitment for graduate study and for a professional career in counselor education. Not all applicants are admitted, and admissions are competitive for a limited number of seats. Candidates who are admitted to these programs are expected to make a major commitment to their graduate training.

Students are admitted once each year for entry in the fall. Admissions evaluations begin in mid-February and continue until all seats are filled. All application materials are due no later than March 1. To initiate the application process, complete the online admissions procedures found on The University of Mississippi Graduate School web pages.

Admission Requirements

Applicants are required to have completed a master's degree in counseling. Preference will be for applicants who are graduates of CACREP accredited programs. All admitted applicants will have their transcripts reviewed to establish CACREP equivalency. Those who have not completed a CACREP accredited program are required to complete CACREP core course work in content areas not covered during their masters in counseling degrees from non-CACREP accredited programs.

At a minimum, applicants to the program must:

- Hold a completed a master's degree in counseling. Preference will be for applicants who are graduates of CACREP accredited programs.
- Have earned a 3.25 graduate grade point average
- Submit a Graduate School application online which includes official transcripts, and GRE scores (less than five years old with verbal, quantitative, and writing component sub-scores)
- Submit the following supplemental materials to the Graduate School application:
 - Statement of purpose
 - Resume
 - Contact information for three references
- Participate in an interview and assessment process with faculty.
- Submit all admissions materials no later than the March 1 deadline

Application Process

To initiate the application process, applicants must complete the online graduate application found on The University of Mississippi's Graduate School web page at <http://www.olemiss.edu/applynow/>. Required application materials include:

- Official transcripts for all colleges and community colleges attended
- GRE scores (less than five years old) with verbal, quantitative, and writing component sub-scores)
- Supplemental materials:
 - Statement of purpose
 - Resume
 - Contact information for three references
- Participate in an interview and assessment process with faculty.
- Submit all admissions materials no later than the March 1 deadline

Competitive Admission Standards

Admissions are competitive for a limited number of seats. Qualifications include graduate and undergraduate grade point averages, scores on the GRE (Verbal, Quantitative, and Writing), career goals, and work experience. An additional essential element of the admissions process is an admissions interview and assessment process with the program faculty. Interviews will be conducted only with highly competitive applicants and will be scheduled by the Counselor Education Program Coordinator.

Applicant information is reviewed by faculty following the March 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. 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.

Diversity Recruitment Statement

The faculty of the Doctoral Program in Counselor Education and Supervision 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 doctoral program present possibilities for learning not only for individual students but also for their peers and the master's students with whom they work. By accepting the invitation to enter the Doctoral Program in Counselor Education and Supervision, students accept the challenge to develop their acceptance of others who are different and to learn to communicate more effectively with diverse human beings.

SECTION 5

Program Advisement

Program Coordinator

Once accepted into the doctoral program in Counselor Education and Supervision, doctoral students will be advised by the program coordinator. Later in the program, students will select a doctoral committee chair who assumes a broader range of responsibilities, described below.

In providing initial advising, the program coordinator will assess student transcripts and determine whether the student will be required to take any master's degree coursework to address curricular deficiencies in his or her master's degree program in counseling. The program coordinator will also assess whether any leveling coursework in statistics and/or research will be required prior to entry into the Ph.D. program. Leveling coursework in statistics and/or research will be available in the summer semester immediately preceding the fall start of the Ph.D. program.

Finally, the program coordinator will assist doctoral students in understanding the program requirements and in developing a written program of study. The program coordinator will be available to advise doctoral students throughout their program. Additionally, once they engage a dissertation chair, students will work closely with him or her for advising and completion of their degree requirements.

Doctoral Committee Chair

Before students reach the stage of sitting for their comprehensive examinations, they should have identified a faculty member eligible and willing to serve as their doctoral committee chair, also known as a Dissertation Prospectus Committee Chair. Eligibility is determined by graduate school policy. This policy requires that all doctoral committee chairs hold the rank of associate or full professor. Assistant professors are not eligible to serve in this capacity.

Students normally select committee chairs who reflect their primary areas of interest. This selection process is also based on perceptions of which faculty member will best meet their needs for support and mentoring. Students will schedule appointments with all eligible faculty members to have discussions that will inform their decisions about whom to invite to serve as their committee chair. Faculty members may decline these invitations.

The doctoral committee chair is responsible for facilitating students' completion of program requirements. The doctoral committee chair will engage students in discussions to facilitate clarification of their professional identity and to provide personal support and encouragement.

An indispensable function of the committee chair is to help students refine their research interests, develop a dissertation prospectus, direct students' dissertations, and co-author dissertation-based manuscripts with students. Ideally, a student's doctoral committee chair acts as the student's advocate and mentor, but doctoral committee chairs also serve in a gatekeeping function by allowing students to progress in the dissertation process only as they have demonstrated sufficient competence.

Doctoral Committee Members

Students will then invite at least two other faculty members to serve on their doctoral committee. Invitations should be made only after consultation with the doctoral committee chair and should represent an attempt to form a committee of faculty members with specialized knowledge relevant to the student's dissertation topic and/or expertise in research methodology consistent with the student's dissertation research design. The committee must include one faculty member at the University of Mississippi who is appointed to a unit outside the counselor education program. All committee members, whether internal or external to the counselor education program, must be current employees of the University of Mississippi.

In conjunction with the doctoral committee chair, the committee members will be responsible for offering expertise related to the student's dissertation research and for assessing the student's readiness to proceed in the program. This assessment will include evaluation of the student's comprehensive examinations, dissertation proposal, dissertation manuscript, and oral defense of the dissertation.

SECTION 6

Program Completion Requirements

This section addresses important policies and procedures related to program completion. These include general requirements for all degrees, requirements specific to the doctoral program in counselor education, and policies and procedures related to situations that may result in the dismissal of a student. It is essential that all students enrolled in the Ph.D. program in Counselor Education read this section carefully. Questions should be directed to the Program Coordinator.

General Requirements for all Graduate 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 Ph.D. program in Counselor Education.

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 advisors 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 doctoral program in counselor education and supervision requires that all students successfully complete a range of program experiences. These experiences include development of program of study including a specialization area, satisfactory completion (grade of B or higher) of required coursework, satisfactory completion of comprehensive exams, successful completion of the dissertation, and satisfactory completion of practicum and internship experiences. Following completion of a clinical practicum, students must also complete

internship experiences in counseling, supervision, and teaching. 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.

Transfer Credits

Students who have transferred into this program may receive credit for previous courses at other universities with the approval of their faculty advisors and subject to university policies (see <http://catalog.olemiss.edu/graduate-school/academics>). A maximum of 12 semester hours of doctoral course credit from other CACREP accredited program can be transferred in at the discretion of the program coordinator. Only courses at the doctoral level will be considered for possible transfer. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable.

Required Grades

Students must maintain a cumulative GPA of 3.2 or better. Students earning a failing grade in any class will be dismissed from the program. Additionally, students not earning a B- or higher in any letter graded course must enroll in the course again and earn a B- or higher. Students not meeting this requirement upon attempting the course a second time will be dismissed from the program. If a student wishes to appeal a grade, the student must follow the University's policy for appeal, detailed in the M- Book at

<https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>

Required Coursework

The Ph.D. program in Counselor Education has recently been revised and is in the process of going through appropriate university channels for institutional approval. This section of the handbook identifies courses we anticipate requiring for the Ph.D. program in Counselor Education and Supervision are listed below. Additionally, a tentative course sequence is offered to assist with your planning. Please note, however, that this list of courses and the course sequence are both subject to change. It is therefore important to maintain close lines of communication with the program coordinator, your doctoral committee chair, and other counselor education faculty members.

The Ph.D. Program is organized into four core areas:

1. Counseling Core (clinical knowledge and skills) – 24 credits
2. Research Core (research design, methodology and analysis, dissertation) – 15 credits of coursework plus 18 credits for dissertation
3. Practicum and Internship Core – 5 credits
4. Specialization Core – 6-9 credits

<p style="text-align: center;">Counseling Core</p> <p style="text-align: center;">(24 credits)</p> <p><u>Coursework</u></p> <ul style="list-style-type: none"> ▪ COUN 722: Advanced Multicultural Counseling and Advocacy (3) ▪ COUN 721: Advanced Counseling Theory (3) ▪ COUN 727: Advanced Assessment and Evaluation (3) ▪ COUN 720: Professional Identity and Ethics in Counselor Education (3) ▪ COUN 723: Supervision (3) ▪ COUN 734: Doctoral Seminar ▪ COUN 735: Grant Writing ▪ EDHE 762: College Teaching (3) 	<p style="text-align: center;">Clinical Core</p> <p style="text-align: center;">(5-7 credits)</p> <p><u>Practicum/Internship</u></p> <ul style="list-style-type: none"> ▪ COUN 765: Doctoral Practicum – Clinical Practice (1) ▪ COUN 795: Doctoral Internship 1 (4-6)
<p style="text-align: center;">Research Core</p> <p style="text-align: center;">(15 credits + dissertation)</p> <ul style="list-style-type: none"> • EDRS 601: Educational Statistics I (3) [conditional] • EDRS 605: Introduction to Educational Research (3) [conditional] • COUN 724: Research and Publication (3) • EDRS 701: Educational Statistics II (3) • EDRS 704: Foundations of Qualitative Research Methodology (3) • EDRS 705: Advanced Quantitative Research Methods <i>or</i> EDRS 706: Applied Qualitative Research Methods (3) • COUN 797: Dissertation Research (18) 	<p style="text-align: center;">Specialization Core</p> <p style="text-align: center;">(6-9 credits)</p> <ul style="list-style-type: none"> • Specialization Coursework (6-9 credits) • Selection of Courses for Teaching Internship (integrated above) • Selection of Research Topics (integrated above)

Sample 3 Year Doctoral Course Sequence

The following three-year sequence is contingent upon placing out of EDRS 601 and 605 and early passage of the comprehensive examination.

	Course	Credit
Fall 2023		
	COUN 721: Advanced Counseling Theory	3
	COUN 722: Advanced Multicultural Counseling	3
	COUN 765: Doctoral Practicum (Clinical Practice)	1
	EDRS 601: Educational Statistics I	3
Spring 2024		
	COUN 724: Research and Publication	3
	COUN 727: Advanced Assessment and Evaluation	3
	COUN 795: Doctoral Internship	1-3
	EDRS 701: Educational Statistics II	3
	EDHE 762: College Teaching	3
Summer 2024		
Fall 2024		
	COUN 720: Professional Identity and Ethics in Counselor Education	3
	COUN 723: Supervision	3
	COUN 795: Doctoral Internship	1-3
	EDRS 704: Foundations of Qualitative Research Methods	3
Spring 2025		
	COUN 734: Doctoral Seminar	3
	COUN 735: Grant Writing	3
	COUN 795: Doctoral Internship	1-3
	EDRS 705: Advanced Quantitative Research Methods	3
Summer 2025		
	COUN 797: Dissertation	3

Fall 2025

Elective(s)	3-6
Dissertation	6-9

Spring 2026

Elective(s):	3-6
Dissertation	9

Time to Completion

It is essential for all doctoral students to understand that completion of this program typically requires four years and that three years is the minimum amount of time required to complete this program. Timely progression through the program requires a commitment to full-time coursework, successful completion of all courses with a B or better on the first attempt, timely engagement of a doctoral committee chair, and quick progress through the dissertation process. Continual enrollment for dissertation credits is required between the first semester of dissertation credit and graduation.

Time Limit

All required formal course work and the comprehensive exam should be completed within four calendar years of initial enrollment into degree seeking (conditional or full-standing) status, whether a student begins the doctoral program following completion of a bachelor's or a master's degree. After passing the comprehensive exam, a student becomes a candidate for the doctoral degree and must complete all remaining requirements, including the written dissertation and its defense, within **five calendar years**. If a candidate does not complete all requirements within this time, then the Graduate School will change the student's status to non-degree seeking.

Extensions

The Graduate School may grant a one-year extension to this time limit for serious, nonacademic hardships (e.g., military duty, pregnancy, illness, or problems within the student's immediate family). Additionally, a student may petition his or her academic program for a limited extension for a reason unrelated to personal hardship. If an academic program grants an extension, it may also impose additional requirements, which may include passing another comprehensive examination, more course work, and/or other appropriate remedies. Any extension plan accepted by the candidate and the academic program must be approved by the Graduate School.

Continuous Enrollment

Upon admission to candidacy, a doctoral student is expected to maintain continuous enrollment. Minimum enrollment to fulfill this requirement is 3 hours of graduate-level course work for fall, spring, or summer terms, with enrollment for at least two of these three periods being required for

any 12-month period. (Note that the minimum enrollment during the summer would be 1 hour if the enrollment is not to satisfy the continuous enrollment policy.)

Penalty Clause

The penalty for failure to maintain continuous enrollment, following admission to candidacy, is a fee equal to the tuition charge that would be necessary to have maintained continuous enrollment for the most recent 12-month period.

Required Adherence to the ACA Code of Ethics

All students enrolled in the professional counseling programs at The University of Mississippi are required to adhere to the *Code of Ethics* published and disseminated by the American Counseling Association. Students are introduced to this *Code of Ethics* in their initial semester of coursework, are encouraged to carefully read the entire document, and are expected to demonstrate the knowledge, skills, and dispositions to practice in accordance with these standards. Failure to do so consistently is grounds for dismissal from the program.

The ACA *Code of Ethics* is included as Appendix C of this handbook and is also available online at www.counseling.org.

Openness to Diversity Expectations

The Ph.D. Program in Counselor Education and Supervision 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 doctoral program present possibilities for learning not only for individual students but also for their peers.

By accepting the invitation to enter the Ph.D. Program in Counselor Education and Supervision, 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 and to learn to communicate more effectively with diverse human beings.

Failure to acknowledge other belief systems based on religion, culture, or geographic diversity can have deleterious effects on the clients whom counselors serve. Thus, counseling students entering the program at The University of Mississippi are bound by the American Counseling Association's (ACA) Code of Ethics and as well as the ethical principles and guidelines developed by divisions of ACA (such as the American Mental Health Counselors Association and the American School Counselor Association). Espousing rigid morals, religious beliefs, and cultural mores that may conflict with ethical principles outlined by the American Counseling Association and the many affiliate organizations in professional counseling can lead to ethical and moral dilemmas that may bring students' fundamental belief system to the attention of the faculty in the program. Additional educational requirements may be imposed

on students who express belief systems that do not align with ACA ethical guidelines in an effort to assist students in understanding and meeting the behavioral expectations for professional counselors working with diverse cultures. Additionally, students who do not exhibit sensitivity, understanding, and adherence to the *ACA Code of Ethics* may be dismissed from the program using the Student Review, Retention and Dismissal Policy included in this handbook.

Required Practicum and Internship Experiences

As part of their coursework, students will have the opportunity to acquire knowledge, develop dispositions, and build skills in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). The doctoral practicum is necessarily clinical in nature, but the internships at the University of Mississippi are distributed across the clinical, teaching, and supervision doctoral core areas.

Practicum Requirements

In accordance with the 2016 CACREP Standards, the following are requirements of practicum:

Insurance

1. Students must be covered by individual professional counseling liability insurance policies while enrolled in practicum.

Clock Hours

2. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term.
3. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

Supervision

4. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, or (2) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
5. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
6. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
7. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When

individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Evaluation

8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

Internship Requirements

Ph.D. students in Counselor Education and Supervision are required to complete COUN 795 Doctoral Internship that total a minimum of 600 clock hours, which must include **100 hours of teaching, 100 hours of supervision, and 100 hours of research**. The student, in consultation with his/her academic advisor and program committee, decides how to distribute the clock and credit hours across areas of specialization (e.g., counseling, supervision, teaching, leadership/advocacy, research) that match the student's professional areas of interest and career goals. Internship activities include the activities of a regularly employed professional working in that specialization area. Students can pursue as many of the specialization areas as they choose and can enroll in additional credit hours of COUN 795 if they are making satisfactory progress in the program.

The course encourages students to understand and integrate the multiple roles of the counselor educator through a two-part learning experience: (1) Individual student internship activities (as explained above) under the supervision of a counselor education faculty mentor/supervisor and, in the case of counseling and leadership/advocacy internships, a site-based supervisor; and (2) Individual/group meetings attended by all students enrolled in COUN 795 and their faculty supervisors. Individual/group meetings may include discussion of issues common to developing counselor educators, case presentations, and reflections on learning, and supervision. The COUN 795 Learning Contract describes specific learning activities and goals for the doctoral internship experience, including procedures that will be used to evaluate student performance. The contract is developed by the student in conjunction with the University supervisor, site supervisor (if relevant to the internship area of focus), and doctoral advisor, signed, and evaluated at the end of the semester. Other assignments required for internship are listed on the COUN 795 course syllabus.

Counseling specialization. Students who choose to do a counseling specialization are required to have an appropriately credentialed supervisor at the clinical internship site who provides individual supervision. Procedures for placement and expectations for the student and site are parallel to those required in COUN 793 Advanced Practicum. Students choosing the counseling specialization are required to show proof of liability insurance coverage before engaging in any clinical activity. The student chooses a core faculty member to serve as the student's University-based supervisor. The student attends COUN 795 group supervision sessions.

Supervision specialization. Students who choose to do a supervision specialization work with a Counselor Education faculty member who is teaching a masters-level practicum or internship in Clinical Mental Health Counseling or School Counseling. The faculty member serves as the student's internship supervisor. The student attends COUN 795 group supervision sessions. Students choosing the supervision specialization are required to show proof of liability insurance coverage before engaging in clinical supervision. Group supervision sessions are attended by all students enrolled in COUN 795. Group meetings include discussion of issues common to developing counselor educators, case presentations, and reflections on learning. Faculty/student collaboration is enhanced by involving all internship supervisors and students in the group meetings. Group supervision is scheduled over the course of a 15-week semester for a total of 15 hours of group supervision during the semester.

Teaching specialization. Students who choose to do a teaching specialization work with a Counselor Education faculty member who is teaching a masters-level course in the Clinical Mental Health Counseling or School Counseling program. The student serves as a co-instructor in the course and engages in teaching activities as specified in the Learning Contract. The faculty member serves as the student's internship supervisor. The student attends COUN 795 group supervision sessions.

Research specialization. The student engages in research activities, continuing to develop a research agenda, pursue opportunities for publication, and begin the process of developing a dissertation. The student's research mentor serves as the internship supervisor. The student attends COUN 795 group supervision sessions.

Leadership/advocacy specialization. Students who choose to do a leadership/advocacy specialization work with a faculty member to identify an opportunity in an educational or community-based organization where they can intern in a role that allows them to explore the operation of the agency, agency leadership, and agency engagement in system change, advocacy, and social justice activities. The student is required to identify a mentor/supervisor at the site who holds a position of influence and can facilitate student entrance into and involvement in the system. The faculty member who works with the student to develop the internship opportunity serves as the student's University-based supervisor. The student attends COUN 795 group supervision sessions.

COUN 765/795 Learning Contract

Name:

Student ID #

Number of Hours Enrolled in COUN 765/795 (1-3):

- 1-credit hour (will complete a minimum of 100 hours of Practicum)**
- 1-credit hour (will complete a minimum of 100 hours of Internship)**
- 2-credit hours (will complete a minimum of 200 hours of Internship)**
- 3-credit hours (will complete a minimum of 300 hours of Internship)**

Areas of Internship to be covered:

of hours

- Counseling** _____
- Supervision** _____
- Teaching** _____
- Research** _____
- Leadership & Advocacy** _____

List the sites and supervisors you will be working with to complete your hours:

Identify your learning objectives:

Summarize your experience. What objectives did you meet, and what objectives went unmet?

Signature of Student:

Signature of Faculty Supervisor:

Signature of Site Supervisor (if applicable):

Faculty-Student Collaboration

COUN 795 Internship in Counselor Education and Supervision is designed to allow students to engage in various aspects of professional practice after an initial learning experience in foundational coursework. The internship is structured so that students (1) work collaboratively with a faculty or community-based mentor in a particular area of professional practice (teaching, supervision, research, etc.) and (2) meet in group format with all internship students and mentors for group discussion and case presentations. Faculty and students often collaborate in these same ways outside of formal coursework; however, the doctoral internship is our method for assuring that all students engage in at least 600 hours of supervised professional activities that develop the professional knowledge, skills, and attributes needed to function in the multiple roles of a counselor educator.

Participation in Professional Organizations

If they are not already members, doctoral students are strongly encouraged to join the American Counseling Association (ACA) as a student member as well as any of the ACA divisions that are related to their professional interests. Students with a school counseling background may also be members of the American School Counselors Association (ASCA). They also join the affiliated state associations (e.g., MCA). Identification with the profession and active participation in our professional organizations is strongly reinforced by the program faculty. Students regularly make presentations at professional conferences, often with faculty members.

Involvement in Scholarly Research

All Ph.D. students in the College of Education and Human Development are expected to acquire a foundation in research methodology and statistics as an integral part of doctoral study. Those who intend to pursue a career where they will be actively involved in research also take advanced research courses. All students in the CES Ph.D. program are required to take coursework that includes both qualitative and quantitative approaches to research.

When students enter the CES Ph.D. program, they are expected to join a faculty research team by enrolling in COUN 795 with a research emphasis, which was designed to help transfer learning from the required research methodology and statistics courses to the professional field of study. Students “apprentice” by applying their learning through active participation in all phases of the research process (reading literature, preparing literature reviews, instrument development, data collection, data input, data analysis, data report and manuscript preparation, etc.). Such involvement helps students articulate and develop their own research agendas and prepare for completing the dissertation. It also encourages students to consider how they can integrate research into their career goals even if they don’t plan to be researchers. Students’ work on research teams has resulted in dissertations, professional presentations, and publications.

Comprehensive Examination Procedures and Requirements

Graduate School Regulations

The graduate school procedures and requirements for the comprehensive examination are presented in The Graduate School Catalog can be accessed at <http://catalog.olemiss.edu/graduate-school/academics/doctoral>.

Comprehensive Examinations and Admission to Candidacy

All doctoral students must successfully complete a comprehensive examination. Upon completion of this examination, the student is admitted to candidacy. The purpose of this examination is to establish that the student has satisfactorily mastered the body of academic material appropriate to the degree. Though academic programs have broad latitude in the design of comprehensive examinations, the following guidelines should be followed. The examination may be either a single test or a set of tests. The examination must be written; however, departments may require that part of the examination be oral. The examination may be constructed and evaluated by the student's dissertation advisory committee or by a separate committee. To sit for the examination, a student must be in full- standing status, must have satisfied any foreign language requirement, must have a graduate grade-point average of 3.0 or above, and must not have an outstanding I grade. If a graduate program has an extra departmental concentration area of more than 12 hours, a component of the comprehensive examination must include testing over this concentration area, and this testing must be done by faculty in the second department. Upon completion of all components of a comprehensive examination and notification to the Graduate School, the student is considered to be a candidate for the degree. In general, this status signifies that the individual has completed all or nearly all of the program course work and has entered the formal dissertation (or doctoral essay) stage of the program.

Ordinarily, the comprehensive examination should be completed before the dissertation prospectus is defended. In any situation in which a student wishes to appeal the results of his or her comprehensive examination, he or she may appeal, following procedures in the Graduate Student Appeal Process.

The doctoral program in Counselor Education and Supervision employs requirements for eligibility to sit for comprehensive examinations that are consistent with the general regulations of The University of Mississippi Graduate School. In addition, the program has additional policies and procedures.

Comprehensive Examination Process and Procedures

The Counselor Education program will utilize a combined approach of a portfolio system and examination process. The Doctoral Comprehensive Exam (DCE) contain 6 sections: Counseling, Supervision, Teaching, Research and Scholarship, Leadership and Advocacy, and Documentation of Training.

Directions to Students: The DCE uses a three-step process: (a) completion of the candidacy application, (b) successful completion of the written examination, and (c) oral defense. You will submit your application upon nearing completion of the following courses (generally the Spring semester of your 2nd year for full-time students):

- Advanced Counseling Theory
- Advanced Multicultural Counseling and Advocacy
- Advanced Assessment and Evaluation
- Advanced Group Counseling
- Professional Identity and Ethics in Counselor Education
- Transitioning to the Professoriate
- Supervision
- Research and Publication
- College Teaching (may be taken concurrently with DCE)
- Educational Statistics I
- Educational Statistics II
- Qualitative Research
- Advanced Practicum

Your application will consist of the following:

1. Request the DCE application form from the Doctoral Program Coordinator
2. Complete the application form along with the following documents for review:
 - Your CV
 - Unofficial transcript
 - Advanced Practicum log
 - Internship log
 - Plan for completing Internship if 600 hours are not completed at time of application
 - Your CV and Internship log should include documentation of participation in co-teaching, supervision, counseling, research, and leadership & advocacy, consistent with Doctoral Internship rules and procedures.
 - A Statement of Teaching Philosophy (2-page maximum) that incorporates the following:
 - Teaching philosophy is grounded in pedagogy and professional literature;
 - Incorporates an understanding of the professoriate
 - A Statement of Theory of Supervision (2-page maximum) that incorporates the following:
 - A theory of supervision is grounded in professional literature;
 - A clear articulation of how your theory of supervision is used to meet the needs of students at various developmental levels (e.g., practicum, internship, doctoral student, pre-licensure)
 - A Statement of Leadership and Advocacy (2-page maximum) that incorporates the following:
 - A description of areas of leadership within the counseling profession and/or community to contribute;
 - A clear articulation of the need for identified leadership and/or

- advocacy activities with references to professional literature.
- A Statement of Research (2-page maximum) that incorporates the following:
 - Identification of an area of research aligned with the counseling profession;
 - An outline of a research agenda.
 - A Statement of Counseling Theory and Practice (2-page maximum)
 - Identification of a theory of counseling supported from the literature;
 - Articulation of adapting the theory to the cultures and worldview of the clients.
3. Your application will be reviewed. Students may be asked to revise and resubmit their application. Only two revisions will be allowed. Once the application is accepted, you will do an oral defense of your application materials in the form of a professional identity presentation that demonstrates career readiness in counselor education.
 4. Students may be asked to revise and resubmit their written sections. Only **one revision** will be allowed.
 5. The oral defense is pass/fail. Students may be asked to repeat their oral defense **only one time**. In the event students need to repeat their oral defense, they will receive objective feedback and individualized support.
 6. The DCE is an individual endeavor and should not be shared. All questions should be directed to the Doctoral program Coordinator. No collaboration is allowed and any collaboration will be considered a breach in academic integrity.

SECTION 7

Dissertation Requirements

All students in the Ph.D. program in Counselor Education are required to complete and successfully defend a dissertation in order to receive their degree. The dissertation research must focus on areas relevant to counseling practice, counselor education, and/or supervision. After passing the comprehensive exam, a student becomes a candidate for the doctoral degree and must complete all remaining requirements, including the written dissertation and its defense, within **five calendar years**. If a candidate does not complete all requirements within this time, then the Graduate School will change the student's status to non-degree seeking. In preparation for this process, students will:

Engage in early exploration and complete prerequisites

- Begin discussing possible dissertation projects with faculty members during the initial year of study. However, students are cautioned to avoid making a premature selection of a topic and instead to allow their academic experiences in the doctoral program to inform their choices.
- Complete all courses in the Research Core, including leveling (conditional) courses if required.
- Pass their comprehensive examination.

Engage a Dissertation Chair and Forming a Committee

- Students should meet with all eligible faculty members to discuss their interest in and willingness to serve as the Chair of their Dissertation Committee. In order to be eligible, faculty members must (a) hold graduate faculty status, and (b) hold rank as associate or full professors. Assistant professors are not eligible as a chair. They may, however, serve as committee members and, in rare circumstances, may be approved to serve as a co-chair with an associate or full professor as the other co-chair.
- Students and prospective chairs are encouraged to discuss in detail their respective roles and responsibilities as well as expectations regarding any expectations for co-authorship of articles based upon the dissertation.
- Engage an eligible faculty member to serve as the Chair of their Dissertation Committee.
- Work with the chair of their Dissertation Committee to identify the topic and likely methodology for their dissertation. It is important for students to understand that they, and not their dissertation chairs, are responsible for identifying possible topics and methodologies that will be deemed appropriate by their dissertation chair. The ability to engage in research design is a central competency assessed in the dissertation process.

- Engage additional faculty members to serve as members of their Dissertation Committee. Typically, the committee will consist of the chair and three additional committee members. Two committee members should be from the Counselor Education faculty and one committee member should be from outside Counselor Education (but within the Graduate Faculty at the University of Mississippi). Ideally, the selection of faculty members should be based on faculty member expertise in areas related to the topic of the dissertation and/or methodology to be used in the dissertation study.

Develop and Defend a Dissertation Prospectus

- Develop a Dissertation Prospectus. In Counselor Education, the prospectus will consist of the first three chapters of the dissertation (introduction, literature review, and methodology). These chapters will constitute a formal contract for the dissertation methodology. Any subsequent variation in the approved methodology and related text revisions must have prior formal approval by the entire dissertation committee.
- Successfully complete an oral defense of their dissertation prospectus, gaining the unanimous approval of the dissertation prospectus committee in accordance with Graduate School regulations at http://gradschool.olemiss.edu/wp-content/uploads/sites/36/2013/11/g6_dissertation_prospectus_procedure.pdf. This prospectus represents a formal agreement with the committee. As noted by the Graduate School:
 - A Dissertation Prospectus Committee will be appointed by the chair of the department to which the student has been admitted. The chair of this committee must be a full member of the graduate faculty. A minimum of two additional members of the department and one member external of the discipline comprise a committee, all of whom must be members of the graduate faculty. The dissertation prospectus must be defended in oral examination and, in its final approved form, submitted to the Graduate School. The form of the dissertation prospectus will be determined by the committee. The dissertation prospectus oral defense and completion of the dissertation defense cannot occur during the same full term (fall, spring, or full summer), and there must be a minimum of four calendar months between these events.
- Submit Form GS6 and an approved copy of the prospectus with the Graduate School immediately following the defense.

Obtain Approval to Begin Data Collection

- Only after successfully defending the prospectus, can you then complete the appropriate paperwork to obtain approval of the university's Institutional Review Board (IRB) for any research involving human subjects. This step must be completed before beginning to recruit participants and/or collect data. Students must have IRB approval and their chair's approval before beginning any dissertation research involving human subjects.

Collect Data and Complete the Study

- Complete the study as approved by the dissertation prospectus committee. Any substantial change in the research plan will require another committee meeting to request committee approval for the proposed changes. Unanimous approval will be required.

Finish Writing and Formatting the Dissertation

- Complete the writing of their dissertation in a format consistent with the university's Thesis and Dissertation Manual (http://gradschool.olemiss.edu/wp-content/uploads/sites/36/2013/11/Theses-and-Dissertations-Manual_final.pdf).

Defend the Dissertation

- Obtain permission from the Chair of their Dissertation Prospectus Committee to proceed to the final oral defense stage. Upon notification from the Chair of a Dissertation Prospectus Committee, the Graduate Program Coordinator (GPC) or Department Chair must then submit Form GS7 to the graduate school to confirm that the student is ready to move to this stage. This form must be submitted to the Graduate School no later than 14 days prior to the date of the examination. It is important to note that the oral defense may not be conducted during examination periods at the end of each semester or when the university is officially closed. Additionally, there must be at least 4 calendar months between the date a prospectus is defended and the date of the dissertation oral defense. Additional details are available at http://gradschool.olemiss.edu/wp-content/uploads/sites/36/2013/11/g7_authorization_for_final_exam.pdf.
- Successfully defend their completed dissertation in accordance with Graduate School policies. As noted by the Graduate School,
 - Every candidate for the Ph.D. degree must successfully pass a final oral examination (defense of dissertation) administered by the student's dissertation committee and scheduled by the Graduate School. The committee shall direct the examination primarily to the defense of the dissertation, though it may include material from the student's major and/or minor fields. Departments may require in addition a written examination, but the oral examination must be conducted. The oral examination may be given only after the dissertation is in final form (that is, ready for submission to the Graduate School except for corrections required by the examining committee at the oral examination).

After successfully doing so and making any required modifications, the chair of your Dissertation Prospectus Committee or Department Chair must sign a Report of Final Oral/Written Examination to the Graduate School.

Submit all Graduate School Forms

- Abide by Graduate School regulations related to the timelines and deadlines as delineated by The End Game (<http://gradschool.olemiss.edu/current-students/the-end-game-preparing-to-graduate/>) or the timelines and deadlines required by the Counselor Education program, whichever is earliest.
- Deliver the following materials to the Graduate School no later than the last day of classes:
 - The signed dissertation signature page
 - The Report of Final Oral/Written Examination
 - A completed ETD Rights, Permission, and Contact Form GS11
 - A completed Survey of Earned Doctorates
- After receiving approval from the Graduate School to do so, electronically submit their finalized and approved dissertation to the ProQuest/UMI repository system using instructions at <http://www.etsadmin.com/cgi-bin/main/submitting?siteId=330>. This will require selection of publishing, copyright and binding options (<http://gradschool.olemiss.edu/current-students/the-end-game-preparing-to-graduate/>). As noted by the Graduate School:
 - While uploading your thesis/dissertation, you must pay (online via credit card) the fees for the ProQuest/UMI publishing type you have selected (e.g., no charge for Traditional publishing; \$95 for Open Access publishing). Note that there are extra fees for copyright registration (\$55) and producing bound copies (\$56 apiece).
- Provide your dissertation committee chair with a bound copy of your dissertation.

Additional Information

- Because of variations in topics, data collection methods, writing and time-management skills, etc., the time it takes to complete the dissertation process will vary from one student to the next. However, it is important to note that some tangible progress must be made each semester. What this is will be determined by you and your dissertation chair. While it is impossible to link a registered hour of dissertation with a specific amount of writing, it is important that you work closely with your dissertation chair to develop a written plan/timeline that will support your progress each semester. Although not required, a typical guideline may look as follows:
 - 1-6 hours – Finalize dissertation topic; early collection of source materials; first drafts of chapters 1-3
 - 7-12 hours – Finish chapters 1-3; defend prospectus; submit IRB application
 - 13-18 hours – Collect data; write up final chapters; defend dissertation
- The nature of the dissertation process is inevitably time-consuming. You will need to allow considerable time for reading, rewriting, routing of paperwork, and committee members' reading and preparing for your prospectus and defense meetings. Expect to allow your committee at least **10 working days** from the time you submit a final draft of the prospectus or dissertation until your scheduled meeting.

- Prospectus meetings and dissertation defenses are not to be scheduled during the last three weeks of the fall or spring semester. Work with your chair on the timing of all meetings. Also note that most faculty are not available during the summer. Unless you have expressed commitments from all committee members, you should not anticipate proposing or defending during the summer.
- In order to familiarize yourself with this process, you are encouraged to attend at least one dissertation proposal and/or defense prior to your own. During these meetings, however, you will observe only; you are not allowed to participate in the process. You will be excused at the end of the student's presentation.

SECTION 8

Disciplinary and Due Process Policies and Procedures

This section of the handbook provides important information about what can happen when the faculty has concerns about a student and when a student believes his or her rights have been violated. Although these situations rarely arise, all students are encouraged to carefully read this section. It includes information about the circumstances that can lead to a student's suspension, probation or dismissal from the program. It also includes information about students' due process rights in disciplinary situations as well as situations in which a student wishes to appeal a decision or grieve a grade.

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

The University and the Department's Counselor Education Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in the M-Book) and the American Counseling Association (ACA) Code of Ethics (included as Appendix C of this handbook.).

Establishing & Maintaining Appropriate Boundaries

Counselor Education faculty and students will create and uphold appropriate professional boundaries to ensure the well-being of all students. While all are expected to develop positive working relationships and communicate effectively, "Counselor Educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned" (ACA, 2014, F.10.d). This ethical obligation extends to doctoral students throughout their time in the program as they will be supervising, teaching, and mentoring M.Ed. students.

Non-Academic Behaviors Resulting in University Disciplinary Action

Any conduct by a student that is a violation of the University's nonacademic policies, standards and regulations may result in disciplinary action. These policies may be viewed in the *M-Book*, The University of Mississippi Handbook of Standards, which is published by the Office of the Dean of Students for the benefit of all students at The University of Mississippi. Every student enrolled at the university is expected to become familiar with the contents of this book. It is available online at http://www.chaptertools.net/site_files/file_1231796593.pdf.

Conduct Code may be referred to the Student Judicial Services office for campus disciplinary action, in addition to any actions taken by the Counseling Program. The Conduct Code outlines the kinds of student behaviors (academic and non-academic) that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

Academic Behaviors Resulting in Disciplinary Action by the Counselor Education Program

The counselor education faculty at The University of Mississippi has responsibilities not only to the students enrolled in its programs but also to actual and potential clients as well as to the profession as a whole. The ACA Code of Ethics (2014) articulates the faculty's gatekeeping responsibilities both as counselor educators and as supervisors.

Specifically, the Standard F.9.b of the *Code of Ethics* states that

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

Additionally, Standard F.6.b. of the *Code of Ethics* states that supervisors must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout their training programs (Standard F.2.c). Specifically, Standard F.6.b. states that

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

In this on-going evaluation of students in the program, the faculty will consider performance or behavior of students that provides relevant information as to their likely performance as professional counselors as an academic progress matter. When a student's behavior or performance raises concerns about the student's ability to perform satisfactorily in the practice of counseling, that behavior or performance will be considered as grounds for academic discipline, in accordance with the procedures outlined in this document.

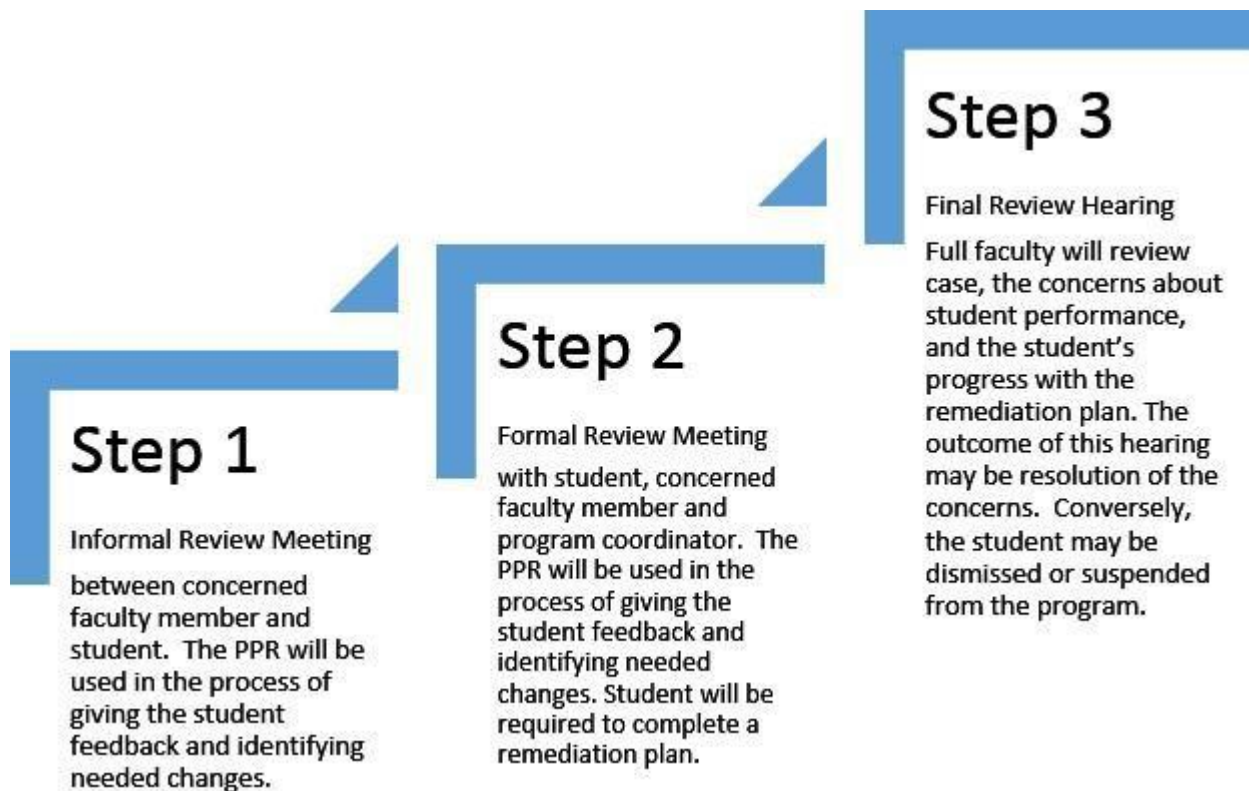
Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the *ACA Code of Ethics* and/or when a student exhibits a documented pattern of recurring academic behavior which may include, but is not limited to the following:

- Negative disposition assessments (see Appendix A)
- Frequent non-attendance and/or tardiness in classes, at field placement and other required departmental functions
- Failure, after two attempts, to demonstrate competency with a grade of B or better in one or more of the required courses in the program
- Failure to attain a cumulative grade-point average of 3.00 for two consecutive semesters
- Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Deficient written and verbal communication skills
- Violation of the American Counseling Association *Code of Ethics* (2014)
- Violation of the University of Mississippi's student responsibilities as outlined on the Student Responsibility Form (see Appendix A).
- Unethical, threatening or unprofessional conduct
- Consistent inability or unwillingness to carry out academic or field placement responsibilities
- Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling
- Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment
- Repeated failure to respond appropriately constructive feedback or supervision
- Inability to tolerate different points of view
- Violation of the policies and procedures established by the University, the Counselor Education Program, or those established by an assistantship, employment, practicum, or internship site.
- Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty
- Behaviors that place clients at risk during field placement, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients
- Behavioral displays of mental or emotional difficulties judged by the counselor education faculty to have potential to harm clients, supervisees, and students
- An unwillingness or inability to bracket personal attitudes or value systems which is judged by the counselor education faculty to have potential to harm clients, supervisees, and/or students or the potential to impair their work with others in class, practicum, internship, clinical or professional settings
- Failure to maintain regular contact with supervisors, which includes keeping

- them apprised of clinical and ethical issues pertaining to clients.
- Verbal or physical aggressiveness toward others

Student Review Policy & Procedures for Addressing Academic Behavior Issues

The Counselor Education program utilizes a three-step process to review students when faculty or supervisor concerns arise about their academic behavior.



Step 1 – Informal Review Meeting

When a faculty member (or a practicum/internship supervisor) has a concern about a student's academic behavior or performance, he or she will notify the student of the need for a Step 1 Informal Review Meeting. This meeting should be scheduled in advance and should take place in a private setting. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

The concerned faculty member or supervisor should notify the student of his or her concerns. These concerns should be formally documented on the Personal Performance Review (PPR) form and/or the Assessment of Professional Dispositions (APD) form, and the faculty member should provide the student with a copy of this form. A copy of the PPR/APD form should also be placed in the student's permanent academic file. The PPR/APD results will be discussed with the student during the Step 1 meeting. If the concerns are not resolved by the conclusion

of the informal review meeting, the faculty member will work with the student to develop an informal, collaborative remediation plan.

If the faculty member or supervisor believes that the student has not made adequate behavioral changes in response to the informal remediation plan, he or she should request a Step 2 meeting.

Step 2 – Formal Review Meeting

If the problem is not satisfactorily resolved in Step 1, the concerned faculty member or supervisor will notify the Graduate Program Coordinator of the need for a Step 2 Formal Review Meeting. Additionally, any student who is denied admission to practicum or internship a second time will be referred directly to the Graduate Program Coordinator for a Formal Review Meeting. This meeting should be scheduled in advance and should take place in a private setting. The purpose of this meeting is disciplinary.

The Graduate Program Coordinator will notify the student in writing of the need for a Step 2 Formal Review Meeting. This letter will be sent to the student via the University of Mississippi email system using the student's assigned university email address.

The Graduate Program Coordinator will facilitate the Step 2 Formal Review Meeting. At this meeting, the faculty member will review his or her initial concerns about the student, summarize the informal remediation plan, present the results of a second PPR/APD assessment, and clearly articulate his or her ongoing concerns to the student. The student will have the opportunity to respond to concerns and to discuss his or her attempts at progress. A discussion will be held to explore potential ways for the student to address the concern(s).

This meeting will conclude with the development of a formal remediation plan using the collaborative process described above. The remediation plan will include the specific concern or complaint in behavioral terms and the specific goals to address the concern. Additionally, the plan will include a timeline for each specific behavioral concern and goal. Finally, the plan will include the possible outcome of failing to attain the specified goals within the timeframes established by the collaborative process described above. Following this meeting, the Graduate Program Coordinator will prepare a letter summarizing the Formal Review Meeting and the remediation plan. The PPR/APD assessment, remediation plan, and letter will be placed in the student's permanent academic file.

A Step 3 Final Review Meeting will then be scheduled to review the student's progress. This meeting should coincide with the timeline established in the formal remediation plan. However, in extraordinary cases, a Step 3 Final Review Meeting may be called earlier to address very serious concerns.

Step 3 – Final Review Meeting

Any student placed on a formal remediation plan at Step 2 will be required to appear before the full faculty for a Step 3 Final Meeting. At this meeting, the faculty member whose concerns

prompted the remediation plan will review his or her initial concerns about the student, summarize the formal remediation plan, present the results of a third PPR/APD assessment, and make recommendations regarding the disposition of the case. The student and/or his/her advisor will have the right, within reason, to question anyone presenting information to the committee during the review. In addition, the student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded.

Rights of Students During a Step 3 Final Review Meeting

In order to protect a student's legal rights and guarantee adequate due process during a Step 3 Final Review meeting, the student is entitled to the following:

1. The student shall have the right to remain silent during the review.
2. The student shall have the right to a voluntary advisor of his/her choice. This advisor may be an active participant in the review. The advisor must be a member in good standing of the University of Mississippi community (i.e. any person who is student, faculty member, staff member or any other person employed by the University). The student does not have the right to have an attorney present at the Final Review Meeting unless that attorney is also a member in good standing of the University community as defined in this section of the policy.
3. The student undergoing review may challenge any member of the faculty on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. The challenge will be submitted, in writing, to the Graduate Program Coordinator at the beginning of the review. If this occurs, the faculty shall deliberate in private and determine, by majority vote (excluding the member being challenged), whether the faculty member should be excused from that particular case.
4. The student and the advisor will have the right, within reason, to question anyone presenting information to the committee during the review.
5. The student will have the opportunity to speak on his/her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. All evidence must be presented at the review in order to be considered.

Deliberation and Disposition

After the review meeting, the faculty shall deliberate in private and determine, by majority vote, the disposition of the case. Possible dispositions include:

- Resolution
- Suspension
- Dismissal

Resolution of the case should be recommended when the student has successfully completed the formal remediation plan, corrected problematic academic behaviors, and not raised any

additional concerns.

Suspension of the student should be recommended only in situations in which the faculty believes that time away from the program will allow the student to successfully address concerns. Students may be suspended for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program. In cases of suspension, it will be necessary for the student to apply for re-admission to the program. Such an application will necessitate a second full faculty meeting at which the student may present evidence of successful completion of the remediation plan and offer evidence of his or her readiness to re-enter the program.

Dismissal of the student should be recommended if the student fails to complete the remediation plan, the problem has not been satisfactorily resolved, and the faculty does not believe that time away from the program will allow the student to successfully address concerns. Students who are dismissed from the program will not be considered for re-admission. In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program or career choice.

The Graduate Program Coordinator will notify the student, in writing, of the decision within five business days of the review.

Right to Appeal

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. http://www.chaptertools.net/site_files/file_1231796593.pdf.

Graduate School Academic Discipline Policies and Procedures

The Counselor Education Program's Student Review, Retention, and Dismissal Policy and Procedures are intended as program-specific supplements to the University of Mississippi's Graduate School's Academic Discipline Policies and Procedures. All students in the counselor education program are also subject to the Graduate School's policies:

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 One: Academic Policies, Standards and Regulations,” available on the web at: http://www.chaptertools.net/site_files/file_1231796593.pdf

Graduate School Appeals Procedures

The master’s program in Counselor Education implements The University of Mississippi appeal procedures included The University of Mississippi *Graduate Student Handbook*. These procedures apply to students wishing to appeal an academic grade or comprehensive examination results.

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 Three (“Academic Grade-Appeal Procedure”) of Section One in the **M-Book**. This section can be found on the web at:

http://www.chaptertools.net/site_files/file_1231796593.pdf

School of Education Grievance Policy and Procedures

All students in the counselor education program have rights to initiate grievances against faculty members. This is to be done in accordance with the University of Mississippi’s School of Education (SOE) Grievance Policy and Procedures:

- The University of Mississippi’s School of Education (SOE) 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 SOE. 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 SOE Grievance:

Step 1: Informal Processes

The SOE 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 SOE'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 days 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.

The *ad hoc* panel will consist of a panel of three 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.

SOE Guidelines for Conduct of Formal Candidate Grievance Hearings at the School Level

- A copy of the *Candidate Grievance Form* (see Appendix B) 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.

Sexual Harassment Policy

The Counselor Education faculty is committed to providing a learning environment for all students that is free of sexual harassment. Toward this end, the program has adopted The University of Mississippi Sexual Harassment Policy, which is also found in the Graduate Student Handbook. This policy states that:

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.

SECTION 9

Student and Employer Feedback

Instructor Effectiveness

Graduate students have the opportunity to evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to use the course evaluation to provide feedback regarding the teaching effectiveness of faculty members or visiting lecturers. The course evaluations are reviewed by the department head and are then returned to the faculty member or visiting lecturer. The course evaluations are reviewed carefully when faculty members are considered for promotion and tenure or when visiting lecturers are considered for additional teaching responsibilities.

Program Evaluation

Follow-up studies are conducted periodically with program graduates and their employers to obtain feedback about our programs. We are interested in their perceptions of the graduates' preparedness to work as counselors in school, college, and community settings. The questionnaires focus specifically on the areas outlined in our program goals and objectives.

SECTION 10

Professional Organizations

Students are encouraged to join state and national professional counseling organizations. Membership in these organizations can be beneficial to students in a number of ways. Publications and conventions help members stay in touch with the most recent developments in the profession. They also provide valuable contacts for graduates seeking positions in counseling or student affairs. Students receive reduced membership rates in most organizations. Listed below are the major organizations that students may consider joining. Additional information about joining these or other organizations can be obtained from faculty advisors.



American Counseling Association (ACA)

5999 Stevenson Ave.

Alexandria, VA 22304

703.823.9800

800.347.6647

<http://www.counseling.org>

Divisions of the American Counseling Association (ACA)

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling (AARC)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)

- National Employment Counseling Association (NECA)



Association for Counselor Education and Supervision (ACES)

P.O. Box 862
Lake Worth, FL 33460
<http://www.acesonline.net> or execaces@gmail.com



Southern Association for Counselor Education and Supervision (SACES)

<http://www.saces.org>



American Mental Health Counselors Association (AMHCA)

801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
703.548.6002
800.326.2642
<http://www.amhca.org>



American School Counselor Association (ASCA)

1101 King Street, Suite 310
Alexandria, VA 22314
703.683.ASCA
800.306.4722
<http://www.schoolcounselor.org/>



Association for Play Therapy (APT)

3198 Willow Avenue, Suite 110
Clovis, CA 93612
Phone: 559.294.2128
www.a4pt.org



MISSISSIPPI COUNSELING ASSOCIATION
A Branch of American Counseling Association
Serving Mississippi since 1950

Mississippi Counseling Association (MCA)

P.O Box 353
Long Beach, MS 39560
Phone 228.669.5015
<https://mica.memberclicks.net/>

Divisions of the Mississippi Counseling Association

- Mississippi Association for Counselor Education and Supervision (MACES)
- Mississippi Association for Marriage and Family Counseling (MAMFC)
- Mississippi Association for Spiritual, Ethical & Religious Values in Counseling (MASERVIC)
- Mississippi Licensed Professional Counselors Association (MLPCA)
- Mississippi School Counselors Association (MSCA)

Interest Sections of the Mississippi Counseling Association

- Mississippi Counselor Alumni Association (MCAA)
- Mississippi Graduate Student Counselor Association (MGSCA)
- Mississippi Association for Multicultural Counseling and Development (MAMCD)
- Mississippi Community and Junior College Association (MCJCCA)
- Mississippi Vocational Counselor Association (MVCA)

Regions of the Mississippi Counseling Association

MCA regions are grouped by county.

<u>Capitol Area</u>	(Hinds, Rankin, Warren, Claiborne)
<u>Delta Area</u>	(Issaquena, Sunflower, Leflore, Coahoma, Washington, Sharkey, Bolivar, Humphries)
<u>Mid-Eastern</u>	(Scott, Lauderdale, Leake, Oktibbeha, Neshoba, Clay, Newton, Kemper, Lowndes, Winston, Noxubee)
<u>Gulf Coast</u>	(Stone, Hancock, George, Harrison, Jackson, Pearl River)

<u>Magnolia</u>	(Copiah, Lincoln, Jefferson, Adams, Wilkinson, Amite, Walthall, Lawrence, Simpson, Pike, Franklin)
<u>Mid-Mississippi</u>	(Holmes, Choctaw, Montgomery, Attala, Webster, Grenada, Madison, Yazoo, Carroll)
<u>Northeast</u>	(Alcorn, Prentiss, Tishomingo, Union, Tippah)
<u>Northwest</u>	(Benton, DeSoto, Tate, Tunica, Lafayette, Tallahatchie, Panola, Quitman, Marshall, Calhoun, Yalobusha)
<u>Pinebelt</u>	(Smith, Jasper, Clark, Jones, Covington, Wayne, Marion, Lamar, Jeff Davis, Forrest, Perry, Greene)
<u>Tombigbee</u>	(Lee, Pontotoc, Itawamba, Chickasaw, Monroe)

SECTION 11

Course Descriptions

COUN 720: Professional Identity and Ethics in Counselor Education (3) - This course offers an advanced exploration of professional identity and ethical issues in counselor education. It is designed to equip future counselor educators with the knowledge and skills necessary to instill future students with a strong sense of professional identity as counselors and to understand the role of ethics in guiding their practice.

COUN 721: Advanced Counseling Theory (3) – This course reviews specialized approaches to counseling/psychotherapy, marriage and family, and other specific applications.

COUN 722: Advanced Multicultural Counseling & Advocacy (3) - This course will expand on COUN: 670: Multicultural Issues in Counseling and is intended to be a didactic and experiential opportunity for theoretical and practical examination as well as application in the continued development of multicultural competency.

COUN 723: Supervision (3) – This course reviews the principles and methods involved in supervising and evaluating counseling processes, psychological services, and testing.

COUN 724: Research and Publication (3) – This course 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.

COUN 727: Advanced Assessment and Evaluation (3) - In this class, students will review diagnosis from the DSM-5, develop their diagnostic skills, become familiar with assessments used to aid in diagnosis, and learn to write effective treatment plans.

COUN 734: Doctoral Seminar (3) - This course will emphasize the application of knowledge gained from research and best practices in strategies for community engagement, leadership in consultation, methods and models for assessment design and program evaluation. Students will be exposed to content that is based on the latest research-informed best practices in both lecture, experiential, and community-based application formats designed to prepare them for culturally responsive practices for consultation, needs assessment, and program evaluation.

COUN 735: Grant Writing (3) - This course supports students in the development of skills required for the completion and submission of competitive grant proposals. Through interactive learning and the completion of an actual grant proposal, the course will focus on planning, research, evaluation techniques, budgeting, and how to effectively communicate issues and needs clearly and concisely.

COUN 765: Doctoral Practicum (Clinical Practice) (1) – This course supports supervised counseling with case study and use of advanced approaches (i.e., supervision of master’s students). Application must be submitted and approved during the preceding semester.

COUN 795: Doctoral Internships (4-6): Doctoral-level, full-time supervised counseling internship at an approved site.

COUN 797: Dissertation Research (18) - This course is designed for advanced doctoral students to build on their research competencies by developing and producing research on a topic pertinent to the field of counseling education and research.

SECTION 12

Student Forms

**DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION
COUNSELOR EDUCATION PROGRAM**

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for the information presented in the Ph.D. Program in Counselor Education and Supervision Student Handbook.

I have reviewed these materials carefully. In particular, I reviewed information about:

- Required coursework and programs of study
- Program completion requirements, including required grades, openness to diversity expectations, required participation in counselor self-awareness activities, required adherence to the ACA Code of Ethics, practicum and internship requirements, and the comprehensive examination procedures and requirements
- Disciplinary and due process policies and procedures, including academic and non-academic grounds for discipline and/or dismissal from the program
- Post-graduation licensure, endorsement and certification procedures
- Professional associations and organizations

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 seek professional services (i.e., University Counseling Center or private services). 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 understand that neither admission into the Counselor Education Program nor success in academic courses guarantees graduation.

I have carefully reviewed the Ph.D. Program in Counselor Education and Supervision Student Handbook and the statements made on this page. I understand that I am responsible for the information presented therein and that my signed form will be filed in my permanent academic record.

Printed Name

Signature

Date

Candidate Statement of Commitment to Counseling Dispositions

The School of Education is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective educators and/or counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. In addition to acquiring knowledge and developing skills, becoming counselors of excellence requires the development and consistent demonstration of professional dispositions. Essential professional dispositions are related to impact, professional identity and continuous growth, and ethics and include the following behaviors:

1. Impact

- A. Demonstrates awareness of own impact on others
- B. Demonstrates ability to deal with conflict
- C. Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment.

2. Professional Identity and Continuous Growth

- A. Demonstrates openness to new ideas
- B. Demonstrates multicultural awareness and sensitivity
- C. Accepts and uses feedback
- D. Expresses feelings effectively and appropriately
- E. Demonstrates professional appearance
- F. Cooperates with others
- G. Communicates effectively and appropriately
- H. Shows initiative and motivation (e.g., meets deadlines, attending class)

3. Ethics

- A. Accepts responsibility for personal actions and behaviors
- B. Attends to ethical and legal responsibilities including the ACA Code of Ethics and the University of Mississippi conduct code
- C. Discloses any unethical or unlawful activity from the time application was submitted into the program until the end of the program
- D. Demonstrates honesty, integrity, fairness, confidentiality, and respect for others
- E. **PhD Candidates ONLY:** Maintains appropriate boundaries when acting in role of instructor or supervisor
- F. **PhD Candidates ONLY:** Understands limits of confidentiality when acting in role of instructor or supervisor

The School of Education also requires assessment of the following dispositions:

- A. Demonstrates an expectation that all students can learn and are a vital part of the learning community
- B. Displays sensitivity to students' needs
- C. Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning
- D. Models poise, maturity, and sound judgment
- E. Engages in continuous self-evaluation and improvement
- F. Acts as a steward of the profession

Faculty and/or site supervisors will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as candidates interact with clients, students, families, colleagues, and communities.

I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional counselor. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions.

Student Signature of Commitment and Agreement

Date

Students will note their agreement with and commitment to the dispositions via Qualtrics when completing their two self-assessments during the entry and midpoint courses designated by their programs.

SOE Candidate Grievance Form

Today's Date:	Date Incident Occurred:
Name:	Student 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.)

Ethical Standards

All students in enrolled in a counseling or counselor education program are expected to be familiar with and abide by the *ACA Code of Ethics*. Reading the following material is therefore essential. This material will provide you with information about the principles and values upon which the counseling profession is based and about the ethics that guide our decision-making. Discussion of ethical issues will be infused throughout the COUN curriculum. It is important that you refer back to these materials frequently over the course of your studies. In addition, there may be other codes of ethics with which you should familiarize yourself. For example, future school counselors should also read the ASCA code of ethics, future mental health counselors should read the AMHCA code of ethics, and future college counselors should read the ACPA code of ethics.