

DELTA STATE UNIVERSITY

Division of Counselor Education &
Psychology

HANDBOOK
for Graduate Students in MEd in
Counselor Education Program

Clinical Mental Health
&
School Counseling Specialties

Revised Spring 2023

DIVISION OF COUNSELOR EDUCATION AND PSYCHOLOGY

MASTER OF EDUCATION IN COUNSELING

CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING EMPHASIS

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Description of Program

The Counselor Education Program at Delta State University is housed within the Division of Counselor Education and Psychology in the College of Education and provides a Master of Education degree. Clinical Mental Health and School Counseling are the two areas of emphasis in the Counselor Education Program.

The Clinical Mental Health Counseling program, leading to a Master of Education degree, is a 60-semester hour curriculum. This program, accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), is designed for students who, upon graduation, plan to seek employment in a clinical mental health or agency setting. This program is also designed to provide the student with the academic preparation for licensure as a professional counselor in the State of Mississippi.

The School Counseling program, leading to a Master of Education degree, is a 60-semester hour curriculum. This program, accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), is designed for students who, upon graduation, plan to seek employment in a school system qualifying them to seek AA certification in School Counseling through the Mississippi State Department of Education.

All faculty members in the counseling program hold doctoral degrees and are active in professional organizations. A small student-professor ratio is found in the program, which encourages a close interaction between faculty and students. The faculty is dedicated to maintaining a psychologically safe and secure atmosphere; wherein all students can experience personal growth and development, intellectual stimulation, and development of professional knowledge and skills.

The counseling program is housed in Ewing Hall on the Delta State University campus. In addition to a suite of offices, the counseling laboratory is fully equipped for videotaping, observation, supervision, and feedback for working with adults, children, adolescents, and families. In addition, there is a Play Therapy Training Institute providing services to children, adolescents, and families. There are computer facilities for students needing word processing or research capabilities. A testing laboratory is also available.

The counseling program is designed so that a full-time student may complete it within 2.5 to 3 years given availability of courses and the number of hours a student attempts per semester. The format of the program is a cohort model, meaning students take a standard sequence of courses each semester. (See Appendix J for course sequences). Application of counseling skills is emphasized throughout the training program. Students must accumulate a minimum of 700 hours of supervised counseling experience for both the Clinical Mental Health Specialty and for the School Counseling Specialty. All counseling students participate in two field placement experiences. Most of the training sites that offer field placement experience serve the general population, therefore providing the counseling student an opportunity to work with culturally diverse clients.

Students are required to work closely with their academic advisor throughout the program. Courses are offered in a specific sequence, however, circumstances (e.g., faculty illness, emergency absence, or programmatic adjustments) may occur which might modify this system. Students are encouraged to become familiar with the Graduate Bulletin, the program requirements, and the required course sequence.

DSU Counselor Education Mission Statement

The faculty and staff of the Delta State University Counselor Education Program, through teaching, training, supervision, and experiential activity, develop ethical, competent, and culturally sensitive counselors who are prepared to work in school or community settings. Program faculty seek to strengthen the profession by modeling for students the professional expectation of continued growth and learning, interpersonal awareness, and practical application of sound principles and practices in their work as professional counselors.

The Counselor Education program operates within the stated philosophy and mission of Delta State University, designated as a regional university by the Mississippi Board of Institutions of Higher Learning. Most students in the Counselor Education Program reside within or around the Mississippi Delta and have diverse professional goals as well as diverse cultural and socio-economic backgrounds. The program is designed to provide activities and learning experiences related to the development of:

1. *a therapeutic relationship orientation* including an awareness of “self” and “other”; the value of interpersonal risking; an appreciation of working in the here and now; building a therapeutic alliance and working effectively with resistance; an appreciation for the complexities inherent in different stages of human development; and ethnic, cultural traditions and sexual orientations; and understanding of ethical practice.
2. *multicultural awareness* including an awareness of one’s cultural heritage and how it affects the therapeutic relationship and counseling process; a deep curiosity and respect for the cultural history and present relating to others’ lifestyles; an appreciation for the limitations inherent in one’s cultural history in fully understanding others.
3. *theoretical depth* including the continual development of a sound, workable, evolving theoretical orientation; an appreciation for systemic thinking; how problems emerge in the context of family, work, recreation and other social and interpersonal contexts; flexibility and a personalization of theory; a disposition to continually consult and seek supervision when necessary.
4. *technical competence* including the use of counseling techniques, interventions and theoretical models in individual, dyadic and group settings; an appreciation of the usefulness and limitations of assessment instruments and the diagnostic

process; the disposition toward and ability to collaborate with other professionals, parents, teachers, etc. related to work with clients; the tools necessary to work in crisis situations.

5. *continued professional development* including equipping students with essential tools, skills and a disposition toward life-long learning; an appreciation of professional research; a commitment to maintain sound, ethical reasoning in work with clients; a commitment to strengthen the counseling profession through involvement in professional organizations.

These activities are essential for all counselors, a belief viewed as a professional obligation as well as an opportunity for personal growth. To this end, the counseling program and its faculty are dedicated to maintaining a psychologically safe and secure atmosphere wherein all students can experience individual growth, intellectual stimulation, and develop both professional knowledge and technical expertise. Faculty members commit themselves to continued professional development and the establishment of sound and ethical mentoring, teaching, supervision, consultation, and collaborative relationships with students.

Two basic assumptions are inherent in this philosophy: a belief in the worthiness of counseling (a belief in what counselors do) and a belief that the client is capable of change and making choices about change. The dignity and worth of the individual is upheld as well as a right to pursue one's own life style.

Although there is a presupposition that effective counseling cannot take place without some theoretical base, program faculty members agree that no single theoretical approach or model fully contains all truths related to counseling. If only one approach is presented, valuable dimensions of human behavior may be overlooked. If students are pressured to adhere to only one theoretical model, students will unduly limit their effectiveness with clients. Therefore, there is a deliberate effort to expose students to varied theoretical positions so they may make comparisons, have the opportunity to select a theoretical base, and define their own models and viewpoints. The theoretical approach thus becomes a genuine integration of many approaches rather than an undisciplined eclectic approach.

The counselor training follows a developmental, preventative and resiliency model, based on an educational approach rather than a medical model by assuming that student counselors' target population will be responsive to developing a therapeutic alliance and engaging in a process of self-examination and change. Counseling is viewed as a means for helping people get more from life rather than curing the psychological "ailments" of "sick" people.

As reflected in the following objectives, the program prioritizes application of theory. Students are given an opportunity to develop confidence, competencies, and realistic expectations of their profession.

Program Learning Objectives

- I. Students will develop and demonstrate an understanding of the life-long need to pursue counseling knowledge and professional development. Students will articulate the value of engagement in professional organizations for the purposes of advocacy, certifications, and accreditations.
- II. Counseling students will develop an ethical awareness that results in behaviors that reflect an understanding of roles, responsibilities, supervision, and limitations as they collaborate and consult with other behavioral health professionals and systems.
- III. Counseling students will verbalize the importance of counseling history and its ongoing influences on current practices.
- IV. Counseling students will examine biological, environmental, and systemic factors that affect human behavior, development, and functioning. Counseling students will develop strategies for promoting optimum development, resilience, and wellness across the lifespan.
- V. Counseling students will utilize career theories that facilitate the client's pathway to satisfactory work and leisure, including counseling skills that foster values clarification, knowledge of the work world, and personal wellness.
- VI. Counseling students will utilize critical thinking skills to evaluate the effects of power and privilege for clients. Counseling students will demonstrate decision making strategies to understand the impact of attitudes, beliefs, heritage, understandings and acculturative experiences on views of others.
- VII. Utilizing multicultural competencies and awareness, counseling students will adopt the counseling knowledge base and work-behavior areas to diverse client populations. This ability to make cultural adjustments will be shown specifically in the work-behavior areas of counselors including fundamental counseling issues, counseling processes, diagnostic and assessment services, professional practice, and professional development.
- VIII. Committing to grow deeper toward integrated practice, counseling students demonstrate foundational understanding of the intersection between counseling theory, counseling skills, and differentiated interventions.
- IX. Students are aware of their own worldview and its intersection with theories of counseling and development. From this perspective, students demonstrate a beginning verbalization of their own integrated theories.
- X. Counseling students will display knowledge of various models of group work, processes, and development to ensure effective, ethical group experiences with

clients.

- XI. Students will recognize the need to assess and improve their own leadership skills. They will demonstrate the ability to manage group dynamics within counseling venues.

Curriculum

Courses Required for Both Clinical Mental Health and School Counselors

- CED 600 INTRODUCTION TO COUNSELING. An overview of historical foundations, the role and function of counselors, the counseling relationship, problems and issues, and specialty areas in counseling. Ethical standards, principals, theories, decision making models, and legal issues relevant to counseling will also be emphasized. Prerequisite or co-requisite to every other counseling course. 3
- CED 601 COUNSELING THEORY. An overview of major theoretical approaches. Attention is given to philosophical assumptions, key theoretical concepts and major techniques of each. 3
- CED 602 ASSESSMENT TECHNIQUES IN COUNSELING. Principles of psychological assessment, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests. Prerequisites: CED 635. Lab fee. 3
- CED 604 PRE-PRACTICUM. Provides for the development of counseling skills under the supervision of faculty members. Course must be taken within the first 21 hours of the program. Students must pass this course and demonstrate minimum level of clinical counseling competency. Professional liability insurance is required prior to enrollment. Grade reported as Credit, No Credit, or In Progress. Prerequisites: CED 600, CED 601, and CED 630. Lab fee. 3
- CED 605 GROUP COUNSELING. Introduction to the theory and practice of group counseling. Opportunities provided for participation in the facilitation of groups under supervision. Prerequisites: CED 601 and CED 630. 3
- CED 606 CAREER DEVELOPMENT AND PLACEMENT. An introduction to the theories of career development and the processes by which occupational/educational and personal/social information may be integrated for career placement and life planning. Lab fee. 3
- CED 609 PRACTICUM. Supervised field experience in selected community or school settings. Professional liability insurance is required prior to enrollment. Prerequisite: CED 604. Prerequisite or co-requisite: CED 617 or CED 627. Lab fee. 3
- CED 616 SOCIAL AND CULTURAL FOUNDATIONS. A study of societal changes and trends in human roles, societal subgroups, and societal interaction patterns. Prerequisite: CED 600. 3
- CED 620 HUMAN GROWTH AND DEVELOPMENT. Advanced study of the

individual's development throughout the lifespan. Particular emphasis will be placed on current issues, multicultural comparisons and the typical and atypical sequence of development, and practical applications of developmental theory in work as a counselor. 3

CED 630 COUNSELING SKILLS. Basic counseling skill development and conceptualization process. Attention given to establishing therapeutic relationships and prioritizing client problems/issues. Students will be expected to demonstrate proficiency in basic counseling competencies. 3

CED 635 METHODS OF COUNSELING RESEARCH AND STATISTICS. Orientation to research methods, statistical analysis, needs assessment, and program evaluation of counseling and counseling-related programs. Incorporates research design and relevant statistical methods used in conducting research and program evaluation. Addresses the use of research to inform evidence-based practice. Incorporating ethical and culturally relevant strategies for interpreting and reporting results of research. 3

CED 711 CRISIS INTERVENTION TECHNIQUES. Techniques for the application of counseling in crisis situations. Prerequisite: CED 604. 3

CED 712 COUNSELING CHILDREN AND ADOLESCENTS. Techniques for counseling children and adolescents in school and community settings. Prerequisite: CED 620. 3

CED 715 MARRIAGE AND FAMILY COUNSELING. Examination of theoretical approaches, assessment of family functioning, and intervention techniques in working with couples and families. Prerequisites: CED 600 and CED 601. 3

Courses Required for Clinical Mental Health Counselors Only

CED 610 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP. Supervised 600 hour internship in selected community settings. Students may register for 3 hours each in two consecutive semesters or for 6 hours in one semester. Professional liability insurance is required prior to enrollment. Prerequisites: CED 609, CED 627, and permission of the Internship Coordinator. Lab fee. 3-6

CED 627 FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING. Overview of the history, philosophy, procedures and techniques of organizing and providing counseling services in clinical mental health settings. Course includes models, methods, ethical and professional issues, and challenges specific to the practice of clinical mental health counseling with diverse populations. Prerequisites: CED 600, CED 601, and CED 630. 3

CED 703 PSYCHODIAGNOSTICS IN COUNSELING. Psychological classification

using the DSM-5, developing treatment plans, working as a counselor in a managed care environment, and the use of psychotropic drugs in treatment of psychological disorders. 3

Courses Required for School Counselors Only

- CEC 617 FOUNDATIONS OF SCHOOL COUNSELING. Procedures and techniques of organizing and administering counseling services in elementary/secondary schools and in vocational education programs and the study and application of collaboration skills with the various individuals and subsystems encountered by the school counselor. Prerequisites: CEC 600, CEC 601, and CEC 630. 3
- CEC 619 SCHOOL COUNSELING INTERNSHIP. Supervised internship for one academic year in select educational settings. Students must register for 3 hours for two consecutive semesters. Professional liability insurance is required prior to enrollment. Prerequisite: CEC 609, CEC 617, and permission of advisor. Lab fee. 6
- CEC 707 CONSULTATION AND COUNSELING OF DIVERSE POPULATIONS. Study and application of consultation theory. Attention given to differently-abled persons, those with substance related issues, juvenile delinquency, the culturally different and other special populations. 3

Electives

Students may choose electives from the courses listed below or, with the approval of their advisor, select courses from another specialty.

- CEC 431/631 BEREAVEMENT IN CHILDREN AND ADOLESCENTS.
- CEC 704 PSYCHOPHARMACOLOGY.
- CEC 713 SEXUALITY ISSUES IN COUNSELING. Examines sexual development across the lifespan including physiological, psychological and sociocultural variables associated with various stages of development. Special emphasis will be placed on counseling issues related to sex and sexuality including sexual abuse, sexual development, sexual dysfunction, sexual orientation and sexual addictions. 3
- CEC 714 SUBSTANCE AND PROCESS ADDICTION COUNSELING. Study and application of theory and techniques of addiction counseling to include: assessment and treatment of substance use disorders and process addiction from an individual and systemic perspective. 3
- CEC 718 COUNSELING AND SPIRITUALITY. This course examines the intersection and interaction of spirituality, religiosity, and counseling focusing on the

impact of this intersection on the counseling relationship. Using the latest theories and research, students will examine developmental models of spirituality and how to address spiritual and religious issues with clients. Prerequisite: CED 600. 3

CED 722 PLAY THERAPY. Study of play therapy as a counseling intervention for children in schools and community settings. Covers the history and theories of play therapy, play as it relates to child development, and techniques of play therapy. Prerequisites: CED 604. Lab fee. 3

CED 723 ADVANCED PLAY THERAPY.

CED 770 SPECIAL TOPICS IN COUNSELING. Research and applied analysis of special topics related to counseling. 1-6 (May be repeated for a maximum of 6 hours credit)

Admission Requirements

In order for students to be admitted into the Counselor Education Program the following must be true:

- 1) Hold a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies.
- 2) Obtain an overall undergraduate grade point average of 2.75 or higher (cumulative) or 3.0 on the last 60 hours of required coursework using a 4.0 scale.
- 4) Typed essay that reflects the applicant's rationale for pursuing a career in counseling and demonstrates an awareness of the following characteristics that are necessary for becoming an effective counselor:
 - a. Ability to work well with others in a caring and authentic manner
 - b. Awareness of cultural issues and of being non-judgmental
 - c. Possession of integrity and ethical conduct
 - d. Commitment to professional development

The essay is divided into 5 basic sections, each one designed so that the *first few words of each segment are provided* to get you started in the correct direction. *Complete each segment* (typewritten) until you are confident that you have provided clear and comprehensive responses.

Item 1: My rationale for pursuing a career in counseling is best expressed as follows...

Item 2: My ability to work well with others in a caring and authentic manner is best expressed and demonstrated by...

Item 3: My awareness of cultural issues, and of the necessity of being non-judgmental, is best expressed and demonstrated by...

Item 4: My possession of integrity and ethical conduct is best expressed and demonstrated by...

Item 5: My commitment to professional development is best expressed and demonstrated by...

- 5) Three professional references' contact information with their name, position with place of employment, relationship with student, email address, and phone number.
6. Group Interviews with faculty
7. Applicants who are non-native English speakers must have a minimum score of 90 on the TOEFL.

Eligibility for Field Experience

Once the student has successfully completed CED 604 and an additional 6 hours of personal counseling, he or she is considered eligible for field experience.

Competency Requirements

Student files are reviewed several times during the program to determine the status of deficiencies. Student files are reviewed once a student is admitted and again once the student becomes eligible for field experiences. The student files are also reviewed for deficiencies when the student applies to take the Comprehensive Examination or for graduation. Students with deficiencies will be required to address/remove these deficiencies before they are permitted to continue in their program or before they are permitted to take the Comprehensive Examination, whichever condition applies.

Academic Probation

Graduate students are awarded grades of A, B, C, D, or F on most course work, but no graduate credit toward a degree is earned for a grade less than C. The temporary mark of I (incomplete) is given when, for reasons acceptable to the instructor, course requirements cannot be completed during the enrollment period. An "I" must be removed within a period of one year. This does not apply to thesis, practicum, or internship courses. *Repeating a course does not remove the previous grade from the transcript, however, the final grade is used in the calculation of the overall grade point average.*

Students who earn grades below a B on either CED 600 or CED 631 in their first semester must re-take those courses until a satisfactory grade is earned before continuing on in the counseling program.

Students who earn three grades of C or one grade of D or F will be dismissed from the degree program. Graduate students must maintain a 3.0 average throughout their program. If a student's GPA drops below a 3.0, the student will be placed on academic probation (see the Graduate Bulletin for details).

To qualify for the master's degree, the student must have earned an overall grade point average of at least 3.0 on all graduate work attempted at Delta State University, and must have a 3.0 average in the major field. If, at any time after the completion of the first nine hours, a student's overall grade point average on graduate courses drops below a B, the student will be placed on probation. A student on probation is not a candidate for a degree. Probationary status is removed by raising the overall grade point average to "B" or better on all graduate work by the end of the next semester of enrollment after being placed on probation. Failure to remove probation in the manner described will result in the student being dropped from the degree program. Reinstatement must be approved by the Dean of the College of Education.

Evaluation of Student Development/Progress as a Professional Counselor

The Counselor Education Program at Delta State University is designed to incorporate the attributes and skills necessary for effective practice in the field of

counseling. Progress through the program is not intended to be based solely on the successful completion of individual academic courses, but involves the completion of a process of personal and professional growth culminating in the knowledge, skills, and attributes necessary for functioning in a professional capacity. In order to successfully practice as a professional, it is necessary for the student to be proficient in written and oral communication, technical skills, problem solving, demonstration of qualities such as empathy, genuineness, personal and professional self-awareness, openness to feedback, and a commitment to professional development as well as other criteria infused throughout the program.

In order to evaluate the student's progress and to provide appropriate feedback so that the student may evolve into a competent professional counselor, the student's progress is monitored through a series of evaluations in different stages of the program. Each student is evaluated by a committee made up of counseling faculty and may include the Division Chair. Evaluation of the student's potential for mastering the necessary skills include, but are not limited to, interpersonal communication skills, personal and professional attributes, personal and professional growth, basic counseling skills, and the understanding and demonstration of academic knowledge in the field of counseling. These criteria are based on the required skills designated by CACREP, the national accrediting council for counseling programs.

Steps and Stages of Evaluation

Ongoing evaluation of student progress is a key component of the program. The purpose is to provide mentoring, offer timely interventions, and determine fit for professional practice; thereby allowing students to maximize their personal and professional growth.

Step One – Pre-Practicum Experience. The first professional development evaluation occurs in CED 604: Pre-practicum. At that time, students have the opportunity to correct any demonstrated weaknesses early in the program and enhance their abilities to become effective and ethical practitioners. The following evaluation and remediation procedures are designed to facilitate the faculty's feedback. This corresponds to the Retention Policy and Procedure Contract ([Appendix G](#)), which indicates that students are aware of these policies. Both the student and a faculty member sign the contract.

We, the Counseling Faculty, are committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in performance evaluations both at mid-term and end-of-the-semester during Pre-practicum. This process is designed to promote the student's well-being, continued growth, and professional development.

The *2014 American Counseling Association Code of Ethics* (Section F.6.b) states that faculty members:

. . . assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees [students] are

unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions.

As part of Mid-term Evaluation and/or End-of-semester-evaluations, the program faculty has the option to advise the individual student to seek additional personal counseling. At the suggestion of the faculty, suitable referral sources are made available to the student as part of the individual meeting with the Pre-practicum instructor.

Mid-Term Evaluation. The counselor education faculty convenes at mid-term each semester to evaluate students' progress in CED 604: Pre-practicum and to complete a Professional Performance Evaluation ([Appendix H](#)). Each student selects a video or DVD recording of a session with a client for review by the faculty. The submission is then evaluated via written comments from each faculty member. The Pre-practicum instructor prepares a typed document with a compilation of comments and an average rating score. A copy of this document and any pertinent suggestions are discussed with the individual student during a scheduled meeting with the Pre-practicum instructor.

End-of-Semester Evaluation. The counselor education faculty convenes at the end of the semester to review a recorded session selected by the student and complete a Professional Performance Evaluation ([Appendix H](#)), in a process that parallels the mid-term evaluation. In addition to the faculty comments and rating scores, the members of the faculty discuss each student's progress and, based on their professional judgments, make one of three recommendations:

- 1) The student has progressed in a favorable manner and is recommended to move forward in the program.
- 2) The student does not have the necessary potential for skill development or a student's behavior is deemed unethical, illegal, and/or professionally unbecoming. The student is advised out of the program.
- 3) The student has potential but needs additional work. The student earns a grade of "NC" (No Credit) and is given an opportunity to repeat Pre-practicum at the next regularly scheduled offering. During the second opportunity to take Pre-practicum:
 - a) This student again goes through the standard evaluation process (as outlined above).
 - b) At the end of the semester, if the student has progressed in a favorable manner, the faculty recommends that the student move forward in the program and receives a grade of "Credit."

- c) At the end of the semester, if the student has not progressed in a favorable manner or a student's behavior is deemed unethical, illegal, and/or professionally unbecoming, he or she is advised out of the program.

The decision of the faculty is shared with each individual student in a private meeting. If the student is either being advised out of the program or advised to repeat Pre-practicum, the meeting may include a second faculty member. A formal letter outlining the decision of the faculty and procedures for appeal is sent to the student with a copy placed in his/her permanent student file.

Step Two - First Field Experience. Before entering CED 609: Practicum, the student's file is evaluated by the advisor to make sure all requirements-to-date for completion of the program have been met. If the student's file is complete and all deficiencies have been appropriately removed, the advisor recommends that the student be allowed to enter the field experience pending the outcome of the Pre-practicum evaluation. It is at this point that the student is eligible for field experience.

Step Three - Second Field Experience. Prior to the student's entry into internship (CED 610: Clinical Mental Health Internship or CED 619: School Counseling Internship), the student's file is again examined for deficiencies. All deficiencies must be addressed, and the student must complete an application for graduation. The student is evaluated by the counseling faculty again. This evaluation addresses the same areas as the first evaluation but places emphasis on the student's growth and improvement, trends in behavior, and degree of competence for successful professional practice. These areas include, but are not limited to, proficiency in written and oral communication, technical skills, problem solving abilities, continuing interest in personal and professional development, the demonstration of qualities such as empathy and genuineness, and other criteria infused throughout the complete program.

Step Four - Final Evaluation. The student's final evaluation is accomplished through the successful completion of the field experiences and the comprehensive examination discussed in the graduate catalog and student handbook.

It is assumed that when a student has passed the rigorous requirements and successfully completed the faculty evaluations and comprehensive examination, the student has demonstrated all of the skills necessary for the endorsement of the student as a practicing counselor. The successful completion of the program implies full endorsement of the student as having the necessary skills for practice as a professional counselor in their particular field of specialization.

The faculty and the university only endorse students for the program specialization reflected on their Program of Study. Faculty endorsement is acknowledged on the notification of the results of the Comprehensive Examination, which is entered into the student's file.

Overall Professional Performance Evaluation

(Adapted from the Department of School Psychology and Counselor Education of

William and Mary University)

Rationale. In addition to meeting the academic standards set forth in the Student Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA), as well as the additional standards set forth for counseling practice in specific settings (e.g., the International Association of Marriage and Family Counselors, Association for Specialists in Group Work, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at <http://www.counseling.org>.

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress, but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Delta State University Counseling Program possess those characteristics sufficiently and that they do not impede their professionalism or helping capacity.

Professional Performance Standards. Students' fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the combined counseling faculty. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

Professional Performance Review Process. Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for

Professional Performance Standards Evaluation ([Appendix H](#)). Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern ([Appendix H](#)) that will list the deficient rating(s), provide the issuing faculty's explanation for the ratings and describe the specific remedial actions to be taken to correct each area of professional performance deficiency. If revisions to the remedial plan are made at this meeting, a revised Notification of Professional Performance Concern form will be issued to the student for review and signature. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Professional Performance citation, and a copy shall be forwarded to the student's academic advisor.

* Note: "issuing faculty" refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by the combined faculty.

2. If a student receives more than one Notification of Professional Performance Concern during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult the full Counseling Program Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any subsequent revision made to the Notification of Professional Performance Concern.
3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.

Policies

Endorsement Policy

As noted above, the *2014 American Counseling Association Code of Ethics* (Section F.6.b) states that faculty members:
... assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees [students] are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions.

When requested, Counselor Education Faculty at Delta State write honest, evaluative letters of recommendation for graduates when they are candidates for employment. The basis for endorsement as a student joins the profession is outlined in the evaluation plans above.

Gatekeeping Policy

Counselor Educators are charged with the responsibility of acting as “gatekeepers” for the counseling profession. This means that the program faculty helps students consider other areas of study when the counseling profession is not appropriate. The process of determining appropriateness for the profession is conducted by the faculty as a group and not as individual faculty members. As stated in the Retention Policy, in the event that a student demonstrates a behavior incompatible with the goals or values of the counseling profession, program faculty members meet to determine the best method of assisting the student by developing a remediation plan or by advising the student out of the counselor education program.

In the event that a student is required to follow a retention plan or is dismissed from the Counselor Education program, the student has the right to appeal the decision by following the “Graduate Student Academic Grievance Policy” outlined in the current Delta State University Graduate Catalog (<http://www.deltastate.edu/PDFFiles/Academic%20Affairs/2015-2016-gr-catalog-completed-8-11-15.pdf>).

Retention Policy

It is the desire of the counseling faculty that each student reaches his or her potential as a counselor and successfully completes the program. However, if circumstances occur that lead faculty to believe that either a) the student is not progressing as he or she should, or b) the student exhibits qualities or behaviors that are inconsistent with the counseling profession’s stated goals, the faculty prepares a written report concerning the student's weaknesses in performance. The student is given a copy of the report and asked to meet with the counseling faculty to determine the potential for the student to successfully complete the program. The student is allowed to discuss the documented weakness and/or mitigating circumstances that might have affected the

performance in question. At that time, the faculty either determines a) necessary changes for continuing in the program, or b) if the student should continue to pursue a degree in counseling. If the student is found to be deficient and is required to complete a remediation plan, the faculty provides the student with the necessary steps to resolve the deficiency. The faculty again evaluates the student's performance at the end of the following semester to determine if the student has progressed and successfully addressed the problem area. If the counseling faculty determines that the student is not capable of completing the program's requirements, the student is notified in person and in writing of this decision. At this time, the counseling faculty explains the reasons for the decision and suggests alternative areas of study for the student. In all matters involving student discipline, program faculty seeks to assist the student to remedy deficiencies and, if warranted, allows the student to return to the program.

Plagiarism Policy

According to the third edition of the American Heritage® New Dictionary of Cultural Literacy (2005), "Plagiarism occurs when a writer duplicates another writer's language or ideas and then calls the work his or her own. ... To avoid the charge of plagiarism, writers take care to credit those from whom they borrow and quote." American Heritage® also clearly states that plagiarism is "literary theft" (<http://dictionary.reference.com/browse/plagiarism>). The *APA Publication Manual* (6th ed.) warns that professionals "do not claim the words or ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another" (p. 15). Plagiarism is applicable to words, ideas, and/or writings. Using someone else's ideas or words without giving credit to the author or source makes a student guilty of intellectual theft and is not tolerated in the counseling program. Plagiarism is also a form of academic dishonesty.

Specific examples of plagiarism include but are not limited to:

- Using statements in a paper taken directly from another source (e.g., article, book, internet, etc.) without use of quotation marks and appropriate citations
- Using statements from another source with minimal modifications to the wording resulting while the integrity of the content still remains the original author's
- Cheating on an examination (i.e., copying answers from someone else's test)
- Turning in a paper written by someone else (voluntarily, without his/her knowledge, or for money) with the intent to represent oneself as the author
- Submitting a paper for more than one course (even though the student originally wrote it) without express approval from both professors

According to the Delta State University Graduate Catalog (2020-2021), "Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism,..." (p. 36). The Counselor Education faculty has determined that violations of the plagiarism

policy are as follows:

1. The first offense will result in *at least* a zero for the assignment, an individual meeting between the faculty member and the student for discussion of the offense, and a letter of reprimand to be placed in the student's official file in the department. Documentation of the incident will also be sent to the Vice President of Academic Affairs.
2. A second offense will result in the student's expulsion from Delta State University's degree program. The student will not be allowed to enroll in any other degree programs at DSU.

Program faculty strongly encourage students to understand program expectations regarding plagiarism, closely monitor their own writing, and seek assistance where needed. See [Appendix F](#) for tips on avoiding plagiarism.

Student Academic and Performance Evaluation Grievance Policy

In the Delta State University Graduate Catalog, 2020-2021 (p. 38), it states:

At any stage in the appeals process, should a decision necessitate a change in the official record (e.g. a grade change, dismissal, probation), the responsible party at that stage shall make the required change and record such action in the appeals file.

1. The student will discuss the grievance with the instructor and seek a solution. This discussion, the first step of the grievance process, must take place no later than the last working day of the next regular term after the course in question.
2. If the problem is not resolved to the satisfaction of the student in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair within fifteen working days of the date of the conference. Upon receiving a student appeal, the department/division chair submits, within fifteen working days, a written request for a response in writing (with documentation) from the instructor. The instructor replies to the chair's request within fifteen working days. The department/division chair notifies the student and instructor in writing of his/her decision, within fifteen working days from the date the response is received from the instructor. All documents must be retained for a minimum of three years; upon sending the response to the student and instructor, the chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
3. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing (with documentation) within fifteen working days of the date of the department/division chair's written response, to the college/school dean with administrative responsibility for the department in which the appeal originated. The college/school dean obtains the appeals folder from the Office of Academic Affairs and reviews the student appeal and the

- corresponding written responses from the instructor and chair. The college/school dean notifies the student and instructor in writing of his/her decision with a copy to the division/department chair, within fifteen working days from the date the appeal is received. All documents must be retained for a minimum of three years; upon sending the response to the student, instructor, and chair, the dean will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
4. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit a written request for a hearing with the Graduate Academic Appeals Committee within fifteen working days of the date of the dean's response. (Committee contact information available through the Graduate and Continuing Studies Office, 239 Kent Wyatt Hall 662-846-4700). The Graduate Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the request for hearing is received, and notifies the student, instructor, and chair, and the chair obtains the appeals file from the Office of Academic Affairs. All parties may submit their cases in person to the committee. The Appeals Committee notifies the student, instructor, and chair in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing. All proceedings of the Graduate Academic Appeals Committee are confidential. All documents must be retained for a minimum of three years; upon the Committee's sending the response to the student, instructor, chair, and dean, the Graduate Academic Appeals Committee chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
 5. If the problem is not resolved to the satisfaction of the student, the student is entitled to submit an appeal in writing to the Vice President for Academic Affairs within fifteen working days of the date of the Committee's notification. The Vice President for Academic Affairs reviews the appeals file. Within fifteen working days after receiving the appeal, the Vice President for Academic Affairs notifies the student, instructor, and chair in writing of his/her decision, which is final, with a copy to the appropriate dean and the chair of the Graduate Academic Appeals Committee. All documents must be retained for a minimum of three years; the Vice President for Academic Affairs will retain the appeals file in the Office of Academic Affairs.

Grievances shall not encompass the quality of instruction, the difficulty of testing, the rigor of grading, or the appropriateness of the course requirements. The judgment of what standards are appropriate resides with the instructor, unless there is compelling evidence that those standards are arbitrary or capricious.

At every step, the correspondences from the instructor, the chair, the dean, and the Committee shall designate the date by which the next step, if indicated, shall be initiated by the student or respondent.

Pre-practicum, Practicum, and Internship Experiences

Practicum and Internship experiences are essential in learning and putting into practice skills and techniques learned in working with clients. Program faculty develop experiences within the curriculum that will help solidify learning and aid in students' developing a sound, ethical, theory-based counseling approach that is helpful for those with whom they work.

Pre-practicum Counseling Requirement

Much of the experience in Pre-practicum occurs within the counseling laboratory on the third floor of Ewing next to program faculty offices. Students are exposed to and trained in relationship-building techniques and supervision of counseling skills that aid in important understanding of the counseling process and in application of counseling practice. An essential requirement for beginning students is to experience what clients encounter when they establish a therapeutic relationship and work with a counselor.

To fulfill this experience, students are required to have a minimum of six 50-minute counseling sessions as a client with a counselor of their choice before they finish Pre-practicum. Approved counselors may be found on campus in the Counseling and Testing Center (contact Dr. Richard Houston at 846-4690) or in many of the communities where students live. See [Appendix H](#) for a list of counselors. (Note: Counselors **must** be approved by the academic advisor before initiating the counseling sessions. This requirement is not fulfilled unless counselors are **pre-approved** by students' faculty advisors). While the content of sessions is confidential, students are required to submit documentation from their respective counselors to the CED 604 Pre-practicum instructor verifying their participation in and completion of this requirement.

Practicum and Internship Experiences

Prior to practicum and internship placements, students are apprised of choices in placement locations. Students are required to complete the 100-hour field experience (Practicum) in an approved location of their choice. This experience allows students to broaden the skills necessary for counseling specialized populations and provides an opportunity to become familiar with more diverse populations. School counselors must complete their School Internship field placements in a school setting in an approved school district.

During advising during the semester before your Practicum or Internship begins, you should talk with your advisor about your choices for a Practicum or Internship site. Some of the sites require extensive paperwork prior to approval. A student must meet with their advisor during the semester prior to their practicum or internship experience. Early preparation will allow for a smooth transition into these experiences. Essential paperwork can be electronically accessed from the *Field Experience Guide* on the Counselor Education Program website.

Students completing the School Counseling Program must either present a valid

Class A teaching certificate (Mississippi) or request a waiver of this requirement through the Division Office. Students in the school counseling program who do not have a teacher education background are informed of the requirement for meeting satisfactory scores on the CASE and Praxis II specialty areas.

Some students choose to complete one or both of their field experiences outside the local area. CACREP accreditation standards require that students in CED 609, CED 610, and CED 619 attend group supervision. The requirement for attendance at group supervision meetings cannot be waived regardless of the circumstances. If attending the group supervision poses a severe burden, accommodations can be made for students to attend via electronic classroom.

Professional Liability Insurance Requirement

Professional liability insurance is required for participation in pre-practicum, practicum, and internship. Clinical supervisors for field placements, including faculty, will require proof of insurance coverage. In arranging for field placements, students should determine from their clinical supervisor the agency's policy regarding professional liability insurance.

Application forms for liability insurance offered through the American Counseling Association or American Mental Health Counselors' Association are available in the Division Office. Other carriers provide liability insurance and students are encouraged to choose the coverage that best suits their particular needs.

Comprehensive Exam

A final written comprehensive examination is required of all candidates. The content-based examination covers all major field courses. The final examination is administered at the beginning of the final semester in which the candidate is enrolled. If a student does not have a passing score, they are allowed to re-take the test up to three times. The Comprehensive Exam Policy can be found in [Appendix D](#).

Clinical Mental Health and School Counseling Comprehensive Examination

The Counselor Education Program has adopted for use as its comprehensive exam the Counselor Preparation Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). Students are eligible to take the comprehensive exam after having met the following requirements:

1. Successfully pass CED 609 (and be enrolled in final coursework in the program),
2. Written approval from the academic advisor,
3. Maintenance of a minimum of 3.0 on all program coursework,

4. Cleared of all deficiencies in program coursework,
5. Complete an application for graduation and the comprehensive exam before the established semester deadline.

Students will be required to formally apply to take the CPCE and pay a fee as established by the Center for Credentialing and Education (CCE). Deadlines for applying to take the CPCE will be posted. Students are strongly encouraged to submit their applications for the CPCE before the posted due date.

Competency areas for the CPCE are: Professional Identity, Helping Relationships, Assessment, Group Work, Career Development, Human Growth and Development, Social and Cultural Diversity, and Research and Program Evaluation.

Professional Development

Each student is encouraged to participate in local, state, and national professional organizations. Qualified students are encouraged to participate in Delta Sigma Upsilon, the Delta State University chapter of Chi Sigma Iota, the international counseling honor society.

Students will participate in the annual F. E. Woodall Spring Conference sponsored by the Division of Counselor Education and Psychology, providing them with an opportunity to make a professional presentation.

Students are required to join one or more professional counseling organizations. A suggested (but not inclusive) list is below:

- American Counseling Association (ACA)
- Mississippi Counseling Association (MCA)
- American School Counselor Association (ASCA)
- American Mental Health Counselor Association (AMHCA)
- Association for Play Therapy (APT)

Financial Aid

It is the intent of the University to keep necessary student expenses at a minimum. Insofar as possible, expenses will not exceed those listed in the Graduate Bulletin. Subject to the order of the Board of Trustees of Institutions of Higher Learning, university fees and/or living expenses may be increased if necessary.

A limited number of Graduate Assistantships are available in the Division of Counselor Education and Psychology, the Counseling and Testing Center, and other locations on campus. Be aware that work as a Graduate Assistant may affect the amount of financial aid received. This should be discussed with the Office of Financial Aid. For more information concerning application for Graduate Assistantships, contact the Office of Financial Aid.

For information concerning loans available to graduate students, call (662-846-4670) or write the Director of Financial Aid, Delta State University, Cleveland, Mississippi 38733.

Graduation

A faculty advisor assists the student in planning a program of study and schedule. However, the student must assume responsibility for meeting all requirements for their degree program. Each student will receive a cohort plan with their schedule at orientation before the program begins. Any changes in the students' course sequence must be approved by the advisor and the Division Chair. Students are discouraged from taking courses that are not listed on their cohort plan without a conference with their advisor. An advisor is under no obligation to accept coursework that is not listed on the Program of Study. Additionally, not all coursework offered in the Department or at the University qualifies for consideration for program completion.

The degree must be completed within 6 calendar years from the time of initial enrollment in the graduate program; exceptions may be made for extenuating circumstances such as military service or serious illness. Such exceptions must be approved by the Dean of the College of Education.

Students completing the M.Ed. in Counseling will be endorsed by the faculty only in their area of concentration. Students will receive endorsement either in Clinical Mental Health Counseling or School Counseling.

Ann Mohead-Whittle Award

Each year before the May graduation date, the program faculty meets to select a candidate for the Ann Mohead-Whittle Award. This financial award is made to the graduating student who best exemplifies the academic competence and clinical practice of the professional counselor. All graduates are considered for the award, and no application is required. The name of the selected graduate is forwarded to the administrator of the award for acceptance. A cash award and certificate is awarded to the outstanding student.

Audrey Waller Parrish Memorial Scholarship

The Audrey Waller Parrish Memorial Scholarship was established in 1998. When funding is made available, the scholarship will be awarded in the spring semester to be applied to university expenses for the following year. Applicants must be female, graduate students in the second year of the school counseling program, exhibit an outstanding academic record, demonstrate evidence of need, and demonstrate a commitment to humanitarian service. Applications are available in the Department Office.

Program Faculty and Staff

Program faculty offices are located on the third floor of the Ewing building. The Program and Division Office is 335 Ewing Building and the telephone number is (662) 846-4355. Individuals involved with the program include:

Merideth van Namen, Ed.D. –
Division Chair, Counselor Education and Psychology

Mary Bess Pannel, Ph.D., LPC, NCC –
Program Coordinator, Associate Professor of Counselor Education

Maegan Tatum, Ph.D., LPC-S, NCC, BC-TMH
Professor of Practice

Anna Weems, MEd, P-LPC, BC-TMH, NCC
Counseling Lab Director

Becky Steed – Division Administrative Assistant

For Further Information

For further information regarding the counseling program at Delta State University, please contact any faculty member or

Division Chair of Counselor Education and Psychology
P. O. Box 3142
Delta State University
Cleveland, MS 38733
Telephone: (662) 846-4355

Capstone Internship Paper

CACREP requires that faculty systematically evaluate student development and growth. To graduate, students in the past have completed a Portfolio Project that contained all of their papers from every semester as well as new writings to demonstrate growth. The faculty decided to replace the portfolio with a Capstone paper that covers all of the Global Learning Objectives (GLO). For those students graduating this semester, 1-2 written pages per GLO, illustrating your comprehension and synthesis of the content, is required. Total length of paper should be 15-20 pages minimum. APA format is required. You are able to cite yourself if you would like to reuse a previous statement. Turn It In will be used. Use a title page and a reference page. You are able to use references, but much of the writing needs to demonstrate your synthesis of your coursework.

It is advised that you begin your outlines, structuring your paper, and writing now. However, this must be quality work or you will not graduate. This is part of the portfolio graduation experience.

This must be completed in order to graduate. Submit your paper to your Faculty Advisor via email as well as to your Internship Instructor via Canvas Assignments.

The general guidelines for all objectives:

Students should write from your professional identity, your professional ethics, and your professional stance as a blossoming new counselor. I would recommend that you start out writing with an outline or just free writing and be willing to express and impress yourself with what you really do know. Let the program learning objectives (PLO) help you to think about what you have learned over your time with us and what you have come to know and understand about the profession. Again, be willing to impress YOURSELF. Don't try so hard to impress the faculty.

After you get your own thoughts down, then you might use some materials from previous work or you might realize that you are saying something that needs a citation so then go find the citation. The faculty members hope that you will be sharing information that is from the general knowledge base of counseling concepts, behaviors, theories, and ideas. We want to know how you have internalized some of these. Let this be a conversational paper. Because it is general knowledge unless you are being extremely specific, you do not need to cite ideas.

As for rubrics, each PLO is a pretty concise learning objective. Address most every term or clause in the objective. Don't let that strangle you though. Let go of the need to do this in a right or wrong way and approach it with a curiosity about what you do know or don't know. In fact, if you see something that you wished you knew more about be willing to tell us that, too. This assignment helps us know how much you have internalized. The extent that students have internalized the body of knowledge from our profession will predict the amount of stress they will avoid and the amount of job satisfaction they will enjoy.

How do you think ethical and professional counselors think and behave around each of those PLO's? If there is a list of terms or ideas make sure you address them. I really believe that you will be surprised at what you know and how much you have thought about your new profession. You should need a few citations, but for the most part we are interested in your counselor-self. Delta State University is committed to a policy of equal employment and educational opportunity for all persons without regard to race, color, religion, national origin, sex, physical or mental handicap, status as to disabled veteran or Vietnam era veterans, or age as specified by applicable laws and regulations. Minorities are encouraged to apply.

APPENDIX A
Programs of Study

DELTA STATE UNIVERSITY

Program of Study: Masters Degree (M.Ed.) in Counselor Education

Major: Clinical Mental Health Counseling

(rev. November, 2018)

Name: _____ 900 # _____

Major Core Courses (Counselor Education)	Credit Hours	Semester to be taken	Semester completed	Grade
CED 600: Introduction to Counseling	3			
CED 601: Counseling Theory*	3			
CED 602: Assessment Techniques in Counseling	3			
CED 604: Pre-practicum	3			
CED 605: Group Counseling	3			
CED 606: Career Development and Placement	3			
CED 609: Practicum	3			
CED 610: Clinical Mental Health Counseling Internship	6			
CED 616: Social and Cultural Foundations	3			
CED 620: Human Growth and Development*	3			
CED 627: Foundations of Clinical Mental Health Counseling	3			
CED 630: Counseling Skills	3			
CED 635: Methods of Counseling Research and Statistics	3			
CED 703: Psychodiagnostics in Counseling	3			
CED 711: Crisis Intervention Techniques	3			
CED 712: Counseling Children and Adolescents	3			
CED 715: Marriage and Family Counseling	3			
Total Hours	54			

Electives (Clinical Mental Health)	Credit Hours	Semester to be taken	Semester completed	Grade
	3			
	3			
Total Hours	6			

Transfer courses to be considered for degree requirement	Credit Hours	Course Substitution For Which Course? From Which Institution?	Grade	Date Authorized
	3			
	3			
	3			
Total Hours	9			

Total Hours in Program: _____ (60 minimum)

Approved: Student _____ Advisor _____

Division Chair _____ Date: _____

(3 copies: Student, Advisor, File)

*Courses noted with an asterisk are frequently offered online.

DELTA STATE UNIVERSITY
Program of Study: Masters Degree (M.Ed.) in Counselor Education
Major: School Counseling
 (rev. November, 2018)

Name: _____ 900 # _____

Major Core Courses (Counselor Education)	Credit Hours	Semester to be taken	Semester completed	Grade
CED 600: Introduction to Counseling	3			
CED 601: Counseling Theory*	3			
CED 602: Assessment Techniques in Counseling	3			
CED 604: Pre-practicum	3			
CED 605: Group Counseling	3			
CED 606: Career Development and Placement	3			
CED 609: Counseling Practicum	3			
CED 616: Social and Cultural Foundations	3			
CED 617: Foundations of School Counseling*	3			
CED 619: School Counseling Internship	6			
CED 620: Human Growth and Development*	3			
CED 630: Counseling Skills	3			
CED 635: Methods of Counseling Research and Statistics	3			
CED 707: Consultation and Counseling of Diverse Populations*	3			
CED 711: Crisis Intervention Techniques	3			
CED 712: Counseling Children and Adolescents	3			
CED 715: Marriage and Family Counseling	3			
Total Hours	54			

Elective	Credit Hours	Semester to be taken	Semester completed	Grade
	3			
	3			
Total Hours	6			

Transfer courses to be considered for degree requirement	Credit Hours	Course Substitution For Which Course? From Which Institution?	Grade	Date Authorized
	3			
	3			
	3			
Total Hours	9			

Total Hours in Program: _____ (60 minimum)

Approved: Student _____ Advisor _____

Division Chair _____ Date: _____

(3 copies: Student, Advisor, File)

*Courses noted with an asterisk are frequently offered online.

Appendix B
Comprehensive Exam Policy

Master's Comprehensive Examination in the Counselor Education Program Policy
(Revised November, 2018)

The Counselor Education Program has adopted as its comprehensive exam the Counselor Preparation Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). The CPCE is a National Counselor Exam (NCE) -like test which will assess students' proficiency in content and prepare students for the NCE.

1. Each student will take a 160-item, multiple choice examination over the **eight** CACREP core areas:
 - a. Professional Orientation and Ethical Practice
 - b. Social and Cultural Diversity
 - c. Human Growth and Development
 - d. Career Development
 - e. Helping Relationships
 - f. Group Work
 - g. Assessment
 - h. Research and Program Evaluation

The CPCE is a computer-based examination delivered at a site on Delta State's campus. It is also available at PearsonVue Testing Centers. There is a fee for the exam and exams at PearsonVue are more costly than those available at Delta State. The program coordinator will post dates of availability and instructions for taking the CPCE at the beginning of each semester. There is a fee for taking the exam that is payable by credit card or bank transfer when you register with CCE to take the exam.

2. Students will successfully complete the comprehensive examination requirement for graduation with a score that meets the cut score set by the faculty. The current cut score is set at 1 standard deviation below the mean on the standardized report published for each version of the test. With electronic delivery of the exam, students will know immediately if they have achieved a passing score. Faculty supervisors for internship classes will know the current cutoff score.
3. If students do not have a passing score, they may retake the examination up to three times. If a student does not pass with three attempts of the examination, a formal remediation plan will be developed and approved by the faculty. A remediation plan may require the student to retake coursework by the student in deficient area(s). Students will not be permitted retake the exam until the faculty are satisfied that the student has completed appropriate remediation.

NOTE: The Counselor Education program follows the guidelines of the Americans with Disabilities Act (1990, as amended).

Appendix C
Plagiarism

Tips on Avoiding Plagiarism

Plagiarism is a serious matter. It is embarrassing and unpleasant for any involved.

Ignorance is not a defense! The following are some suggested tips to avoid plagiarism.

They are simply suggestions and not designed to be inclusive:

- Write down references as you gather sources
- Include quotation marks around direct quotes – even if you plan to paraphrase or summarize later
- Proofread your work (This is often the most overlooked step for most students)
- Avoid last minute deadlines! This not only *encourages* plagiarism, it opens the door for careless, unintentional mistakes that could prove costly!
- Paraphrase when taking notes. This forces you to choose only what is useful and separates your ideas/thoughts from the author's.
- Try writing a first draft of the material in 30 minutes with no notes. This will assist you in “taking control” of your paper.

Appendix D
Retention Policy and Procedure Contract

**Retention Policy and Procedure Contract for Delta State University's
Master's Program in Counselor Education: Division of Counselor Education and
Psychology**
(Revised Fall 2018)

The Counselor Education Faculty is committed to providing opportunities for students to progress in their development as counselors. This process is designed to promote the student's well-being, continued growth, and professional development. Professional performance evaluations are based on satisfactory performance in counseling skills, professional responsibility and behavior, competence, integrity, and ethical behavior. Students who matriculate through the program satisfactorily can expect the faculty to endorse them in pursuit of employment and credentialing.

If a student is unable to demonstrate sufficient academic progress and/or if personal or professional limitations interfere with his/her effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and may be dismissed from a course or the training program. However, there are times when it becomes clear, in the professional judgment of the counseling faculty, that an individual is not suited for the profession of counseling.

The 2014 *Ethical Code of the American Counseling Association* (Section F.6.b) states that faculty members:

. . . assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees [students] are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions.

Retention / Dismissal Related to Performance

Academic dismissal will result from failure to maintain the university's required grade-point average for graduate program work. The student should consult the Graduate Catalog regarding academic probation and suspension from the degree program. The student is responsible for knowing and adhering to all graduate program policies contained in the current version of the Graduate Catalog. Students will be allowed to repeat these courses and CED 604: Pre-Practicum once. If still unsuccessful, the student will be advised out of the program.

At any point during the course sequence (including coursework, pre-practicum, practicum, and internships) if, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming, or if the student earns three grades of "C" or one grade of "D" or "F" in program coursework or drops below the minimum GPA of 3.0 (see Graduate Bulletin) the following actions may be taken:

- 1) Student voluntary resigns from the program.
- 2) Student may be advised out of the program.

This statement has been read and reviewed in the presence of a faculty advisor. By your signature below, you are indicating that you understand this statement. You will receive a signed copy of this statement and a copy will be placed in your student file.

Faculty Signature _____ Date _____

Student Signature _____ Date _____

Printed name: _____

Appendix E
Professional Performance Evaluation

Criteria for Professional Performance Evaluation

1. Openness to new ideas (rated from Closed [0] to Open [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior.

2. Flexibility (rated from Inflexible [0] to Flexible [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands. as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands. as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.

3. Cooperativeness with others (rated from Uncooperative [0] to Cooperative [4])

0	1	2	3	4
<ul style="list-style-type: none"> – Showed little or no engagement in collaborative activities. – Undermined goal achievement in collaborative activities. – Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> – Engaged in collaborative activities but with minimum allowable input. – Accepted but rarely initiated compromise in collaborative activities. – Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> – Worked actively toward reaching consensus in collaborative activities. – Was willing to initiate compromise in order to reach group consensus. – Showed concern for group as well as individual goals in collaborative activities. 		

4. Willingness to accept and use feedback (rated from Unwilling [0] to Willing [4])

0	1	2	3	4
<ul style="list-style-type: none"> – Discouraged feedback from others through defensiveness and anger. – Showed little or no evidence of incorporation of feedback of supervisory feedback received. – Took feedback contrary to own position as a personal affront. – Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> – Was generally receptive to supervisory feedback. – Showed some evidence of incorporating supervisory feedback into own views and behaviors. – Showed some defensiveness to critique through "over-explanation of own actions--but without anger. – Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> – Invited feedback by direct request and positive acknowledgement when received. – Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. – Demonstrated a balanced willingness to give and receive supervisory feedback. 		

5. Awareness of own impact on others (rated from Unaware [0] to Aware [4])

0	1	2	3	4
<ul style="list-style-type: none"> – Words and actions reflected little or no concern for how others were impacted by them. 	<ul style="list-style-type: none"> – Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. 	<ul style="list-style-type: none"> – Effort toward recognition of how own words and actions impacted others was impact on others 		

- Ignored supervisory feedback about how words and actions were negatively impacting others.
- Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.
- through words and actions.
- Initiates feedback from others regarding impact of own words and behaviors
- Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. Ability to deal with conflict (rated from Unable [0] to Able [4])

- | 0 | 1 | 2 | 3 | 4 |
|--|---|--|---|---|
| <ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. | <ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. | <ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts. | | |

7. Ability to accept personal responsibility (rated from Unable [0] to Able [4])

- | 0 | 1 | 2 | 3 | 4 |
|--|--|--|---|---|
| <ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. | <ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others roles in problems. - Might blame initially, but was open to self-examination about own role in problems | <ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. | | |

- Avoided blame in favor of self-examination.

8. Ability to express feelings effectively and appropriately (rated from Unable [0] to Able [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting - Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate. - Expressions of feeling usually appropriate to the setting--responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision. 		

9. Attention to ethical and legal considerations (rated from Inattentive [0] to Attentive [4])

0	1	2	3	4
<ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client 	<ul style="list-style-type: none"> - Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being; - Appropriately safeguarded the confidentiality of clients. 		

- safety and well-being at risk.
- Used judgment that could have put client confidentiality at risk.

10. Initiative and motivation (rated from Poor Initiative and Motivation [0] to Good Initiative and Motivation [4])

- | 0 | 1 | 2 | 3 | 4 |
|--|---|--|--|--|
| <ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. | <ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments. | <ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work | <ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work | <ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work |

Appendix F
Professional Performance Statement

**Professional Performance Statement for Delta State University's
Master's Program in Counselor Education: Division of Counselor Education and
Psychology
(Revised Spring 2011)**

The Counselor Education Program at Delta State University is designed to incorporate the attributes and skills necessary for effective practice in the field of counseling. Progress through the program is not intended to be based solely on the successful completion of individual academic courses, but involves the completion of a process of personal and professional growth culminating in the knowledge, skills, and attributes necessary for functioning in a professional capacity.

In order to successfully practice as a professional, it is necessary for the student to be able to be proficient in written and oral communication, technical skills, and problem solving. The student must also demonstrate qualities such as empathy, genuineness and a commitment to professional development. Throughout the program the student will be evaluated on the following Professional Performance Standards:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

By signing this form, I am hereby stating that I understand that progress through the counseling program is not intended to be based solely on the successful completion of individual academic courses, but involves the completion of a process of personal and professional growth.

Faculty Signature

Date

Student Signature

Date

Printed name: _____

Appendix G
Cohort Sequence Matriculation Plans

General Program Outline – Developmental Cohort Model Full-time Students

Full-Time students take 3 courses per semester, and graduate in 2.5 years.*

FIRST YEAR-FULL TIME (Fall Semester Start):

Fall Semester

CED 600	Introduction to Counseling	3 Credits
CED 630	Counseling Skills	3 Credits
CED 635	Methods of Counseling Research & Statistics	3 Credits

Spring Semester

CED 620	Human Growth & Development	3 Credits
CED 601	Counseling Theory	3 Credits
CED 616	Social & Cultural Foundations	3 Credits

Summer Semester

CED ---	Elective	3 Credits
CED ---	Elective	3 Credits
CED 606	Career Development & Placement	3 Credits

SECOND YEAR:

Fall Semester

CED 712	Counseling Children & Adolescents	3 Credits
CED 604	Pre-Practicum	3 Credits
CED 605	Group Counseling	3 Credits

Spring Semester

CED 617 OR CED 627	Foundations of School Counseling OR Foundations of CMHC	3 Credits
CED 602	Assessment Techniques in Counseling	3 Credits
CED 609	Counseling Practicum	3 Credits

Summer Semester

CED 610	CMHC Internship	3 or 6 Credits
CED 707	Consultation of Diverse Populations (SC Specialty)	3 Credits
CED 711	Crisis Intervention Techniques	3 Credits
And/or	Electives as needed	

THIRD YEAR:**Fall Semester**

CED 610 OR CED 619	CMHC Internship OR School Counseling Internship	3 Credits
CED 703	Psychodiagnostics in Counseling (CMHC Specialty)	3 Credits
CED 712	Marriage & Family Counseling	3 Credits

*Some CMHC Students graduate at the end of this semester

Spring Semester

CED 619	School Counseling Internship**	3 or 6 Credits
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*School counseling students and the remaining CMHC students graduate at the end of this semester.

**School counseling students who wish to take CED 703 should do so in their last semester in the program.

FIRST YEAR FULL-TIME (Spring Semester Start):**Spring Semester**

CED 600	Introduction to Counseling	3 Credits
CED 630	Counseling Skills	3 Credits
CED 635	Methods of Counseling Research and Statistics	3 Credits

Summer Semester

CED 620	Human Growth and Development	3 Credits
CED 601	Counseling Theory	3 Credits
CED ---	Elective	3 Credits

Fall Semester

CED 606	Career Development & Placement	3 Credits
CED 602	Assessment Techniques in Counseling	3 Credits
CED 616	Social and Cultural Foundations	3 Credits

SECOND YEAR:**Spring Semester**

CED 617 or CED 627	Foundations of School Counseling OR Foundations of Clinical Mental Health Counseling	3 Credits
CED 605	Group Counseling	3 Credits
CED 604	Pre-practicum	3 Credits

Summer Semester

CED 609	Counseling Practicum	3 Credits
CED 715	Marriage and Family Counseling	3 Credits
CED 711	Crisis Intervention Techniques	3 Credits

Fall Semester

CED 610 or CED 619	CMHC Internship OR School Counseling Internship	3 or 6 Credits
CED 712	Counseling Children and Adolescents	3 Credits

THIRD YEAR:**Spring Semester**

CED 610 OR CED 619	CMHC Internship OR School Counseling Internship	3 or 6 Credits
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CED 715	Marriage and Family Counseling (SC Specialty)	3 Credits
CED 703	Psychodiagnostics in Counseling (CMHC specialty)	3 Credits
*Electives as required		

*If electives are completed, all students graduate in May.

Summer Semester

*Finish remaining electives as required, graduate at the end of summer.

***ALL SCHEDULES AND COURSE SEQUENCES SUBJECT TO CHANGE AT THE DISCRETION OF THE FACULTY.**

Program Outline – Developmental Cohort Model Part-time Students

Full-Time students take 2 courses per semester, and graduate in approximately 4 years.*

FIRST YEAR – PART-TIME (Fall Semester Start):

Fall Semester

CED 600	Introduction to Counseling	3 Credits
CED 630	Counseling Skills	3 Credits

Spring Semester

CED 620	Human Growth & Development	3 Credits
CED 635	Methods of Counseling Research and Statistics	3 Credits

Summer Semester

CED 606	Career Development and Placement	3 Credits
CED 616	Social and Cultural Foundations	3 Credits

SECOND YEAR:**Fall Semester**

CED 601	Counseling Theory	3 Credits
CED 604	Pre-Practicum	3 Credits

Spring Semester

CED 617 OR CED 627	Foundations of School Counseling OR Foundations of CMHC	3 Credits
CED 605	Group Counseling	3 Credits

Summer Semester

CED 711	Crisis Intervention Techniques	3 Credits
CED 609	Counseling Practicum	3 Credits

THIRD YEAR:**Fall Semester**

CED 712	Counseling Children and Adolescents	3 Credits
CED 602	Assessment Techniques in Counseling	3 Credits

Spring Semester

CED 610 or CED 619	CMHC or SC Internship	3 or 6 Credits
CED 715	Marriage and Family Counseling	3 Credits

Summer Semester

Elective(s)

FOURTH YEAR:**Fall Semester**

CED 610 or CED 619	CMHC or SC Internship	3 or 6 Credits
CED 703 or CED 707	Psychodiagnostics in Counseling (CMHC specialty) Or	3 Credits

	Counseling and Consulting of Diverse Populations (SC specialty)	
--	--	--

FIRST YEAR PART-TIME (Spring Semester Start):

Spring Semester

CED 600	Introduction to Counseling	3 Credits
CED 630	Counseling Skills	3 Credits

Summer Semester

CED 620	Human Growth and Development	3 Credits
CED 616	Social and Cultural Foundations	3 Credits

Fall Semester

CED 601	Counseling Theory	3 Credits
CED 605	Group Counseling	3 Credits

SECOND YEAR:

Spring Semester

CED 617 or CED 627	Foundations of School Counseling OR Foundations of Clinical Mental Health Counseling	3 Credits
CED 604	Pre-practicum	3 Credits

Summer Semester

CED 606	Career Development and Placement	3 Credits
CED 711	Crisis Intervention Techniques	3 Credits

Fall Semester

CED 635	Methods of Counseling Research and Statistics	3 Credits
CED 602	Assessment Techniques in Counseling	3 Credits

THIRD YEAR:**Spring Semester**

CED 615	Marriage and Family Counseling	3 Credits
CED 609	Counseling Practicum	3 Credits

Summer Semester

CED 707	Counseling and Consultation of Diverse Populations (SC students)	
Elective(s)		

Fall Semester

CED 712	Counseling Children and Adolescents	3 Credits
CED 610 or CED 619	CMHC Internship OR School Counseling Internship	3 or 6 Credits

FOURTH YEAR:**Spring Semester**

CED 703	Psychodiagnostics in Counseling (CMHC students only)	3 Credits
CED 610 or CED 619	CMHC Internship OR School Counseling Internship	3 or 6 Credits

***ALL SCHEDULES AND COURSE SEQUENCES SUBJECT TO CHANGE AT THE DISCRETION OF THE FACULTY.**

Appendix H: Counseling Referral Guide

Counseling Referral Guide

Outpatient Community Mental Health Centers/Addictions Services:

Life Help: Belzoni	662-247-3256	408 Frist St, 39038
Life Help: Cleveland	662-843-9445	113 S. Davis Ave, 38732
Life Help: Greenville	662-355-5274	1654 E. Union St, 38701
Life Help: Greenwood 38930	662-453-6211, x 103	2504 Old Browning Rd,
Life Help: Grenada	662-226-1112	965 Springhill Rd, 38901
Life Help: Indianola	662-887-5441	200 Baker St, 38751
Life Help: Lexington	662-834-1709	328 Depot St, 39095
Life Help: Rolling Fork	662-873-6228	317 W. Race St, 39159
Life Help: CRISIS LINE 24/7	1-866-453-6216	
Region One Mental Health: Clarksdale	662-627-7267	1742 Cheryl St, 38614

Outpatient Private Practice Counselor/Psychologist/Psych Nurse Practitioner/Psychiatrist

Name	Contact Info	Location
Community Counseling Center	662-332-1819/662-843-8444	Cleveland/Greenville
Delta State Counseling & Testing	662-846-4690	DSU Campus, Cleveland
Mischa McCray, MFT (intern)	662-451-9943	Greenwood
Cay Ely, PMHNP	662-686-0576	Leland, DRMC Satellite Clinic
Kea Cassada, MD Magnolia Medical Clinic	662-459-1207	Greenwood
Chester Jenkins, MD	662-725-1025	Greenville

UMMC Behavioral Health Clinic	601-984-6925	Jackson
Shane Viner Viner Counseling Center	662-226-3762	Grenada
Community Counselor Center	662-332-1819	Greenville
Aretha Hargrove, LPC Premier Counseling Services, LLC	662-347-7229	Greenville
Larry Lambert Private Practice	662-719-8756	Cleveland
Abbie Robinson Delta Counseling Services Private Practice	662-390-6554	Cleveland
Trio Counseling and Consulting Private Practice	triocounselingandconsulting@gmail.com	Cleveland

Appendix I: Scheduling Informed Consent

Informed Consent for Unique Matriculation Plans

Updated 1/11/22

There may be instances during the program where a student will need to move out of a cohort plan and into a different scheduling arrangement. This could occur due to a student moving from full-time to part time (or vice versa), or if you have to repeat a class. If this occurs, student acknowledges the potential for this change to:

- 1) Impact their original date of graduation
- 2) Require them to take only 3 or 6 hours in a semester instead of 9
- 3) Have their course load impact their ability to obtain financial aid

By signing this form, I acknowledge that there may be unintended consequences as listed above if I choose not to follow my original academic map.

Advisor Signature/Date

Student Signature/Date

Printed Name