

JACKSON STATE UNIVERSITY

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SCHOOL OF ADMINISTRATIVE LEADERSHIP**

DEPARTMENT OF SCHOOL, COMMUNITY AND REHABILITATION COUNSELING



STUDENT HANDBOOK

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Dear Program Students,

In support of the University's mission, the School, Community and Rehabilitation Counseling (SCRC) Department maintains a commitment to effectively serve our students and to further develop responsible leaders who are capable and willing to seek solutions to human, social and technological problems. Our primary mission is to promote scholarship, research, professionalism and excellence in school, clinical and rehabilitation counseling and psychometry. Graduates are employed in schools, community agencies, hospitals, and public and private rehabilitation agencies.

The Clinical Mental Health and School Counseling programs are accredited by the *Council for the Accreditation of Counseling and Related Educational Programs (CACREP)*. In addition, our Rehabilitation Counseling program is accredited by the *Counseling on Rehabilitation Education (CORE)*.

Faculty are supported in research through participation in scholarly endeavors including research, publications, and scholarly presentations. This research is supported by faculty membership in various professional organizations such as the American Counseling Association (ACA), the Mississippi Counseling Association (MCA), and the National Council on Rehabilitation Education (NCRE). Students are encouraged to join our professional international counseling academic honor society, Chi Sigma Iota, Beta Omicron Chapter and to participate in educational forums, professional conferences and professional development through topical presentations and workshops.

The SCRC Student Handbook has been developed to support your matriculation through your respective program in addition to the University process and procedures. Please visit our website, www.jsu.edu for more information. If you have further questions, please feel free to visit with us through our e-mail which are listed on our Administration and Faculty page.

Cordially yours,

Dion F. Porter

Dion Porter, Ph.D., CRC
Interim Chair and Associate Professor

General Information

The Department of School, Community and Rehabilitation Counseling (SCRC) is one of five departments in the College of Education at Jackson State University. The Dean of the College of Education is located in Room 200 in the College of Education. The Office of Graduate Studies is located in the Administration Tower on the first floor.

The department has three master's programs: (a) Master of Science degree in *Clinical Mental Health Counseling, (b) Master of Science in Education degree in School Counseling, and (c) Master of Science degree in Rehabilitation Counseling. The department offers two specialist's programs: (a) Specialist of Education degree in School Counseling and (b) Specialist of Education degree in Psychometry. The Clinical Mental Health Counseling program requires completion of sixty (60) graduate credit hours, the School Counseling program requires (51) graduate credit hours, the Rehabilitation Counseling program requires (57) graduate credit hours, the Specialist in School Counseling program requires (45) graduate credit hours and the Specialist in Psychometry program requires (36) graduate credit hours.

Accreditation

Jackson State University is accredited by the Southern Association of Colleges and Schools (SACS). The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Program offerings in the area of school counseling are designed in compliance with the competencies set forth by the Mississippi Department of Education. The Clinical Mental Health program and the School Counseling program are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The Rehabilitation Program is accredited by the Council on Rehabilitation Education (CORE).

Organization of the Department

The Department of School, Community and Rehabilitation Counseling is located in 319 College of Education Building. This is the office of the departmental Chairperson and the departmental Administrative Assistant. Counseling faculty members have offices on the first and third floor of the College of Education Building. The departmental phone number is (601) 979-3416.

Faculty Directory

The following list includes all full-time Counseling faculty of the Department of School, Community and Rehabilitation Counseling. Full time faculty have a regular university appointment that includes teaching, advising, research, service to the department, college and university, and special assignments. Full-time faculty members are required to maintain office hours suitable for student conferences and tutorials. Office hours are posted on the door of the respective faculty member. Throughout the year, adjunct faculty members teach specific departmental courses on a part-time or occasional basis.

ADMINISTRATION AND FACULTY

Dion Porter, Ph.D., CRC – *Interim Department Chair & Rehabilitation Counseling Coordinator*
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DEPARTMENTAL POLICIES AND PROCEDURES

Admissions and Continuance Standards

The Application Process

Persons applying for graduate study in the Department of School, Community and Rehabilitation Counseling at Jackson State University must have earned a bachelor's degree from a four-year college. Applicants must be admitted to both the Division of Graduate Studies and the Counseling Program. The Counseling Program has the following admission requirements in addition to the Division of Graduate Studies requirements. 1) A minimum cumulative GPA of 3.00 for regular admission at the undergraduate level. 2) A score on the GRE within the last five years, sent directly to the department. 3) Interview, resume and a personal statement. 4) Three letters of recommendations sent directly to the department. 5) Applicants will only be accepted for Summer and Fall enrollment.

The Department of School, Community and Rehabilitation Counseling at Jackson State University accepts and reviews applications for admission once a year. The deadline for all counseling applications are March 1st for fall admission.

The applicant's packet will be reviewed by the School of Graduate Studies and the Admissions Committee of the Department of School, Community and Rehabilitation Counseling. Applicants with greatest potential will be invited to participate in a pre-admission interview with departmental faculty. The admissions decision at the department level is based on the recommendation of the Admissions Committee, other Departmental faculty, and the chairperson.

Admission Requirements

Admission to graduate study within the Department of School, Community and Rehabilitation Counseling is subject to the following requirements and considerations:

Persons applying for graduate study within Departmental programs should have an overall undergraduate GPA of 3.0 or higher on a 4-point system. Primary factors in the admissions decision include academic background, demonstrated professional and volunteer experience appropriate to Departmental programs of study, three letters of recommendation or reference forms, resume, and official transcripts of all prior academic work. Test of English as a Foreign Language is required for international students.

In addition to the required documents by the Division of Graduate Studies, each applicant is required to submit a personal statement to the Counseling Admissions Committee describing career goals, research interests and a list of publications, experience, academic honors and organizations. Although it is not required by all academic departments, the Counseling Admissions Committee considers this statement to be a document that strongly supports the application for admission.

Finally, applicants with greatest potential are also expected to participate in a pre-admission interview with departmental faculty. Pre-admission interviews can include: (a) individual interviews, (b) group interaction with observation, (c) on-site writing sample, and (d) technology survey.

Conditional Admission

Conditional admission is sometimes granted to incoming students. Students who have a minimum of a 2.8 GPA may be considered for conditional admission to the program. Students are required to maintain a 3.0 GPA for the first nine (9) hours of their academic program coursework. To obtain unconditional status, students must work with their advisors in submitting a one-page departmental admission form for unconditional status. The advisor subsequently brings the departmental admission form before the faculty for review, approval, and recommendation for unconditional admission. Unconditional admittance is considered full admittance to the program.

Continuance in Departmental Programs

Once admitted to graduate study within the Department of School, Community and Rehabilitation Counseling, each student is expected to assume primary responsibility for adhering to departmental and university policies and for appropriate progress through the curriculum. It is strongly recommended that all students retain a copy of the university catalog under which admission was granted for future reference. Students should also maintain a copy of the academic calendar that is published in the registration booklet each registration period and regularly check the department for posted announcements and on-line for registration changes.

Program of Study

Once admitted to the department, each student is assigned an academic advisor based on his or her degree program and concentration within the department.

The student is expected to work collaboratively with the advisor to develop the program of study and to complete the Graduate Degree Plan of Study form which will provide a blueprint of study tailored to the unique interests and pace of study identified by the student. The student will receive a copy of the approved Graduate Degree Plan of Study from the Graduate Studies Division, another copy is maintained in the departmental student file, and the third copy is sent to the School of Graduate Studies. See the *Division of Graduate Studies* for further instruction on completing the Plan of Study. The Graduate Degree Candidacy form must also be completed after the first nine (9) hours within the program of study. Please note that students are not permitted to take more than 4 courses online in accordance with accreditation standards.

Grades

Students are required by the Division of Graduate Studies to maintain a 3.0 grade point average overall. The department also requires students to maintain an overall 3.0 grade point average in professional core courses. Students whose averages fall below 3.0 or who earn failing course grades may be restricted in the number of hours for which they will be allowed to enroll, required to complete an Academic Enhancement Plan with their advisor and can be subject to other actions including probation and dismissal contingent upon the recommendation of the Division of Graduate Studies. Full-time matriculation is considered three courses per semester.

Ethical Conduct

Each student is expected to maintain appropriate academic and professional dispositions. Specifically, students are expected to exhibit a respect for and openness to the views of others regardless of individual differences, to adhere to appropriate professional standards of conduct, and to document paper and presentations thoroughly in keeping with the *Publication Manual of the American Psychological Association*. Violations of ethical conduct are dispatched in accordance with the departmental ethical standards. Students who violate sound ethical practice jeopardize their standing in the department. See the Department of School, Community and Rehabilitation Counseling *Ethical Conduct Policy*.

Time Limitations

According to the Division of Graduate Studies policy, students enrolled in master's degree programs must complete their program requirements within six successive calendar years. Any variations need to be approved by the Graduate School Dean. See the *Graduate Studies Division* for additional information.

Retention Standards

Introduction

The accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) state in Section II: Program Objectives and Curriculum, Standard E that “consistent with established institutional due process policy and American Counseling Association (ACA) Ethical Standards, when evaluations indicate a student’s inappropriateness for the program, faculty assist in facilitating the student’s transition out of the program and, if possible, into a more appropriate area of study” (p. 58). In keeping with these standards, along with the standards set forth by the Council on Rehabilitation Education (CORE) and the American Rehabilitation Counseling Association (ARCA), the Department of School, Community and Rehabilitation Counseling has developed a policy on student retention.

The *Graduate Catalog* of Jackson State University and the *Counseling Student Handbook* of the Department of School, Community and Rehabilitation Counseling provide general guidelines for student department and matriculation. Students are expected to read these materials and govern themselves in accordance with all university and departmental policies.

The School, Community and Rehabilitation faculty maintain a commitment to quality instruction and training of professional counselors and have an ethical obligation to the profession and the community to ensure that persons who are graduated meet professional standards of preparation. Unfortunately, it is possible that not all students are capable of becoming competent counseling professionals who will maintain the standards of the profession. Students who exhibit behaviors inconsistent with institutional or professional standards (as outlined under the *Ethical Standards of the American Counseling Association* and/or the *Commission on Rehabilitation Counselor Certification*, the *Graduate Catalog*, and as reiterated in this document) will be transitioned out of the program and, if possible, into a different area of study.

Student Matriculation

Once admitted to the program and enrolled for the first time, a student is expected to maintain continuous registration (each semester excluding summer sessions). Any student, who does not enroll for two consecutive semesters excluding summer, will have to re-apply for admission through the Division of Graduate Studies, unless a Leave of Absence is requested by the student and approved by the Department and the Division of Graduate Studies. To continue graduate study, the student must reapply for admission and meet all current standards. A student in good academic standing who must interrupt his or her program should request a Leave of Absence from the program for a specific period of time not to exceed one year. A request for leave is initiated in conference with the academic advisor and submitted in writing to the department head. Students who do not request a Leave of Absence before leaving the program or whose leave exceeds the leave time granted must reapply for admission. In addition to these guidelines, students are expected to adhere to all university policies relative to withdrawal.

Codes of Conduct and Standards of Practice

As pre-professional counselors, graduate students abide by a code of ethics and standards of practice as described in the *Ethical Standards of the American Counseling Association (ACA)*, the *Commission on Rehabilitation Counselor Certification (CRCC)*, and the Department of School, Community and Rehabilitation Counseling *Ethical Conduct Policy* outlined on p. 13 in this handbook. Therefore, professional maturity is expected of all students. Behaviors that may indicate professional impairment include, but are not limited to the following:

- Confirmed threat of harm to self or others
- Discriminatory behaviors or harassment toward others on the basis of race, color, national origin, religion, gender, age, or disability
- Unwillingness to receive feedback or resistance to evaluation from superiors and/or failure to modify unprofessional behaviors.
- Disabling or chronic physical or emotional problems which mediate the student's ability to meet program requirements subject to disability law
- Habitual tardiness to class or field placement
- Habitual unexcused absences from class or field placement
- Disruptive behavior toward colleagues, faculty, staff, peers, or clients
- Consistent failure to demonstrate interpersonal skills necessary to form effective professional and therapeutic relationships
- Failure to use acceptable American Psychological Association style documentation including plagiarism and other failure to document sources in research reports

- The presentation as one's own work, term projects and papers secured from others, and the submission of the same term papers or projects in several courses
- Any other professional behavior not in accordance with the departmental *Ethical Conduct Policy* and the *Ethical Standards of the American Counseling Association*
- The failure to follow other University policies and procedures

Outcomes of the Violation of Standards

Possible consequences of impairment include but are not limited to the following:

- A grade of "F" in the assignment, exam, or course.
- Removal from the course or the field placement.
- Monitoring by the advisor/administration or referral to campus resources.
- A leave of absence from the program. A student may be required to reapply for continuance to return to the program.
- Transition out of the program.
- Referral to authorized campus authorities for further discipline.

The Benchmarking Review Process

Once each semester a benchmarking review is conducted by the faculty. The benchmarking committee is comprised of all full-time tenured and tenure-track counseling faculty and is chaired by one tenured faculty member. Adjunct faculty members are also invited to attend the benchmarking review. Once reviewed, students then receive benchmarking letters. Students for whom there are no questions or concerns receive a letter indicating there are no questions or concerns at this time and students continue their positive matriculation through the program. Students about whom faculty members have questions or concerns receive a letter directing them to their advisors for further explanation. In addition, the benchmarking committee collaborates with the advisor to develop a plan of action to help students address questions or concerns. Advisors are responsible for describing to students any questions or concerns and related plans of action evolving out of the benchmarking committee process. Faculty members offer help and support to students in implementing their plans of action.

The Transition Process

As determined by the program's benchmarking process, a student may be transitioned out of the program. Transition out of the program means that a student may be requested to withdraw from the program and not enroll in further courses. A student may transition out of the department for several reasons which may include but are not limited to poor academic performance, failure to maintain continuous registration, as well as professional impairment. Students to be transitioned out of the program begin the process with a conference with the advisor followed by a conference with the department chairperson. The sessions are intended to bring closure to the review process and assist the student in exploring other options. (See the *Graduate Catalog* on Academic Warning, Probation, and Dismissal and on Withdrawing from the University). Academic retention in the program is based upon maintaining graduate GPA of 3.0.

The Review Process

Review of student behavior may be initiated from several sources including student complaints or evaluations, and or faculty/administrator observations, evaluations or complaints. Complainants should direct concerns to the chairperson who will arrange an informal review with complainant, and the student. If the behavior is not corrected or if the severity warrants, a formal complaint (in writing) to the chairperson should be initiated by the complainant.

The department chairperson will then send a copy of the complaint to the students, meet with the student to issue the discipline or forward the complaint to the Department of School, Community and Rehabilitation Counseling Retention Committee to evaluate the merit of the complaint and conduct additional investigation as needed. The committee will forward their recommendation to the chair. The chairperson will notify the student and the advisor (in writing) of the outcome.

A student who wishes to appeal a decision should refer to the Grievance Policy on p. 22 of this handbook.

Advisement

The following academic procedures and process will serve to assist graduate students as they matriculate through the counseling program. After acceptance into the Department of School, Community and Rehabilitation Counseling Program, each student will be assigned an advisor. The academic advising process serves to:

1. Assist students in planning a program of vocational interest and professional study.
2. Identify student learning blocks and related obstacles to career or educational progress.
3. Recognize students' skills, abilities, aptitudes, and interests leading to appropriate career selection.
4. Periodically assess student's academic progress and career goals.
5. Advise and place students in appropriate course selection taking into account appropriate sequence and required pre-requisites.
6. Advise students of all requirements for graduation.
7. Refer students to appropriate remedial developmental services.
8. Provide students with any other assistance deemed necessary.
9. Prepare students to register for courses each semester.

Once students are assigned an advisor, they will remain with that advisor throughout the program. Students will not change advisors unless so directed and approved by the department chairperson. All departmental advising is done in accordance with the *University Academic Advisement Handbook*.

JACKSON STATE UNIVERSITY
Department of School, Community and Rehabilitation Counseling

**ETHICAL CONDUCT POLICY & CAUSE FOR DISPLINARY
ACTION OR DISMISSAL**

PURPOSE

To create and sustain an academic environment that permits faculty and students to freely express concerns or reveal complaints about their classes and/or students behavior/interactions, education and the educational process and to have these complaints addressed swiftly and forthrightly.

To following Plan of Action has been devised for students who, for reasons other than academic, are in danger of disciplinary action or dismissal from the counseling program. This list shall not be limited to the following may be inclusive of other acts brought before the faculty and deemed necessary for disciplinary action.

Students Who:

- Threaten or Endanger themselves or others;
- Are found Cheating on an examination or quiz; (i.e., giving, receiving, offering, or soliciting information or using prepared material in an examination quiz is cheating). During examinations or quizzes students are expected to: (a) remain in the examination room until the examination is completed, (b) refrain from talking, and (c) refrain from bringing notes and books into the examination room.

Cheating Includes:

- a) The aid of another instructor or student on take home quizzes;
 - b) Submitting the same paper in two courses;
 - c) Failure to report another student's cheating;
 - d) Falsification of research results; or
 - e) Any action designed to deceive a faculty member. (Suspected violation of any of the above may constitute grounds for disciplinary action by the Department).
-
- Fail to Adhere to Appropriate Classroom Decorum; (e.g. lack of respect for classmates and instructor)
 - Portray Unprofessional Behavior; (As Deemed by the Classroom Instructor)
 - Display Scholastic Dishonesty;

Honesty being the foundation of all good citizenship, it is urgent that the student maintain a high standard of honor in scholastic work. The student should avoid all forms of scholastic honesty, especially the following:

- Plagiarism – Using word for word passages from other people’s writings as if they were your own writing is plagiarism.
- Collusion – Working with another person in the preparation of notes, themes, reports, or other written work offered for credit (unless such collaboration has been specifically approved by the instructor in advance is collusion.
- Exhibit Inappropriate Behavior; at the internship/practicum site (documented by site-supervisor).
- Failure to Adhere to the ACA, CORE and NRA Code of Ethics.

STATEMENT

Faculty or students enrolled in the counseling program may register a concern or complaint about any behavior deemed hazardous to the instructional program, delivery of the program, the academic advisement system, or any other matter related to program matriculation without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion; though students should understand the final response by the Department may not be the response they prefer.

Procedure for Students Registering Concerns or Complaints

Classroom Concerns or Complaints (e.g. Grades received; improper dismissals; unprofessional behavior, etc.)

- ✓ Student discusses concern or complaint with the instructor.
- ✓ Instructor provides a response (allow up to five days if investigation is required).
- ✓ Complaints resolved by the student’s Advisor or for which the response is unacceptable must be described in writing by the student and submitted to the Program Coordinator.
- ✓ Complaints unresolved by the Program Coordinator will be brought before the faculty and Department Chair in a formal meeting for resolution.
- ✓ Recommendations will be made to the student by the Program Coordinator verbally and in writing.

Procedures for Faculty Registering Concern or Complaint:

- ✓ If at any time a student is identified as having educational, professional, or interpersonal concerns or difficulties, the preferred action would be for the student and instructor to meet informally to discuss a resolution plan. The student is made aware of the consequences of failure to remedy the problem. In circumstances where informal attempts for rectifying the situation have been proven unsuccessful, it may be necessary to initiate a formal process for consideration of more formal methods.
- ✓ If the problem continues, the instructor will meet with the student's Advisor and discuss resolution strategies.
- ✓ Complaints unresolved by the instructor and student's Advisor or for which the response is unacceptable will be submitted to the Program Coordinator.
- ✓ Unresolved conflicts will be referred to the Departmental Retention Committee and the Department Chair to discuss the situation. A plan is devised and signed by the Program Coordinator, Instructor, the student, the student's advisor and the Department Chair. As a part of this plan, the student may be required to follow one or more of the situations outlined below.

_____ Schedule counseling sessions with the University Counseling Center or outside counselor; psychotherapist or psychologist and provide documentation of enrollment.

_____ Adhere to certain specifications based upon circumstances.

Hopefully the situation is resolved; however, if all is unsuccessful the student may be dismissed from the counseling program.

Registration

During each academic semester, a time is set aside for students to receive advisement and to register for courses for the following semester. The specific dates for advisement and early registration are identified in the academic calendar that is published each semester online and posted on bulletin boards within the Department. Students should meet with their advisors to discuss course selections. Advisors will provide each advisee his or her PIN (Personal Identification Number), which have been assigned by the University Registrar. Following advisement, students may register online using their PINs or on BANNER (found in the Current Students drop down menu on www.jsums.edu). BANNER enables students to register for classes, drop classes, review financial aid information, and view their academic record including final course grades. Complete registration instructions, including BANNER instructions, are available through the Registrar's office. Students are responsible for keeping up with their PINs once they are established in the BANNER system.

Note 1: All graduate students must maintain continuous registration during fall and spring semesters or be dropped from the rolls by the Graduate School and forced to reapply in order to continue studies. Students who have completed all coursework with the exception of taking the Comprehensive Examination and/or applying for graduation must enroll for at least one (1) semester hour.

Note 2: All major courses must be taken in the counseling program at Jackson State University.

Adding, Dropping Courses or Withdrawing from Program of Study

Students should pay attention to the University Academic Calendar for drop/add dates during the semester. This calendar is available on the University's academic calendar. If your name does not appear on the class roll called by your professor, it is your responsibility to go to the Registrar's office immediately to resolve the problem. No student is permitted to remain in class whose name does not appear on the class roll.

Liability Insurance

Liability insurance is required for all students enrolled in internship and lab courses such as practicum and other courses that require field placement where counseling services are involved.

Personal Counseling Recommendation

The Department of School, Community and Rehabilitation *strongly recommend* that all students admitted to the counseling program in the Department of School, Community and Rehabilitation Counseling participate in a minimum of three (3) individual counseling sessions.

Rationale. We can learn about the role of the counselor and the counseling process in many ways. Some of these ways are through reading, lectures by professors, listening to audio materials, viewing video, studying descriptions provided by clients and ex-clients, role-playing, viewing live counseling sessions and by being a counselor and a client.

In addition to the variety of classroom and clinical learning experiences provided in the program, you are expected to experience being a client in a counseling relationship with a licensed professional counselor. This experience can be one of the highlights of your counselor education program if you take seriously the inherent potential in the experience and commit yourself to the process.

Counselors accept that all individuals experience both the challenge of the problems they cannot resolve alone and the challenge of opportunities they cannot fully fathom. It is normal and natural for people to experience difficulties in dealing with others as well as in dealing with themselves. Issues may include developing and reaching special goals, educational choice, career choice, and personal and social matters. Often issues arise from relating to others (interpersonal) and relating to oneself (intrapersonal).

Ultimately, our personal and professional development is defined by the way we handle these concerns; some of us with some of these matters and some people with all of them. It is a rare person who is calm and assured in knowing within him or herself that they are experiencing the richest and fullest life of which they are capable. The counseling recommendation is intended to assist students in the exploration of themselves and enhancing personal choices and relationships with others.

The Counseling Process. As counseling professionals, we understand that the content of the counseling sessions must be held in strict confidence between the student and the counselor. Consequently, there will be no sharing of information between the counselor and the program unless the counselor deems exceptions to confidentiality.

Students may work with any counselor of their choice in the counseling experience. This includes private practice, agency, and University counselors. The counselor must be a licensed professional counselor. Students are *strongly encouraged* to complete a minimum of three (3) individual counseling sessions with the counselor.

Graduate English Comprehensive Examination (GECE)

During the first semester of enrollment, students must apply and take the Graduate English Comprehensive Examination (GECE). Applications may be obtained on-line from the Division of Graduate Studies and signed by the advisor prior to taking the exam. There is a small testing fee associated with this examination.

Graduate Area Comprehensive Examination (GACE)

Upon completion of all required curriculum courses (not including electives) students will apply to take the Comprehensive Examination. Students will not be allowed to take the Counseling Comprehensive Examination unless all professional required core courses have been completed. Students may take the Comprehensive Examination no more than twice and must pass the Comprehensive Examination in order to graduate. Students requesting special accommodation for the Comprehensive Exam must register with the JSU Office of Disability Services and be in compliance with all policies of this office at least 30 days in advance of initial test administration.

The exam for Clinical Mental Health and School Counseling students is multiple choice and covers eight curricular areas: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) The Helping Relationship (counseling process and theory), (d) Group Work, (e) Career and Lifestyle Development, (f) Appraisal, (g) Research and Program Evaluation, and (h) Professional Orientation (ethics and professional history). The examination is a standardized test developed by the Center for Credentialing in Education (CCE) an affiliate of the National Board for Certified Counselors (NBCC). There is a \$45.00 testing fee associated with this exam and must be paid to the Office of Financial Services prior to administration of the exam. Psychometry and Rehabilitation Counseling students will be required to take a written comprehensive examination.

Students must be enrolled for at least one (1) hour the semester in which the comprehensive examination is taken. Applications to take the exam may be accessed on-line or secured at the Division of Graduate Studies. Consult the Division of Graduate Studies, department staff or your advisor as to when and where the exam will be scheduled each semester.

Graduation Requirements

The following requirements must be fulfilled in order to graduate:

1. The Comprehensive Examination must be taken and passed.
2. Completion of course work required for student's specific concentration (School Counseling, Community Counseling, Rehabilitation Counseling, Psychometry Counseling) with a 3.0 or better grade point average overall and a 3.0 or better grade point average in the student's professional core courses (everything but electives).
3. Submit the application for graduation. (Applications may be initiated on-line from the Graduate School Division). Students should initiate the application to the Graduate Division in the semester in which they intend to graduate. Check the University Calendar and the Division of Graduate Studies for the date the application is due for any given semester.

Grievance Procedures

A conflict between a graduate student and a professor should begin with open communication. If resolution is not achieved, the student may meet with the department's chairperson. Any grievance involving grade appeals must be submitted in writing to the chairperson. If a satisfactory agreement is not reached, then the student may apply to the department chair who will forward the letter to the dean of the College of Education who forwards the appeal to the appropriate University officials.

Orientation

A student orientation will be held in the fall semester of each academic year. Contact the department office for details.

Financial Aid Information

Students must have completed the Free Application for Federal Student Aid (FAFSA) on file in the Student Financial Aid Office in order to receive consideration for federal or state financial assistance. Contact the Financial Aid Office for deadlines for the FAFSA. To ensure processing of a financial aid award prior to registration, processed FAFSA forms must be on file in the Student Financial Aid Office by the required deadline. Financial Aid is not an automatic process. Full time enrollment requires 9 credit hours.

A limited number of tuition waivers, diversity waivers and graduate assistantships are available to qualified individuals. The student is assigned to assist a professor or a department twenty hours per week for the duration of the assistantship. The assistantship offers a stipend that will assist a student to pay required tuition, fees, books, board, and lodging. Application for an assistantship must be made to the Department of School, Community and Rehabilitation Counseling. Only full-time graduate students are eligible. Requests for other sources of financial assistance should be directed to the Division of School of Graduate Studies.

A graduate student entering the University should apply for financial aid at the same time he/she applies for admission. A financial aid award will not be made until a student is admitted to the University. A graduate student who applies for financial aid is eligible to be considered only for loan assistance and for campus employment. All applicants must re-apply for financial assistance each academic year and separately for a summer session. For additional questions regarding financial aid, students may also phone (601) 979-2227 or go to Financial Services located in B.F. Roberts Hall, 1st Floor.

Graduate Programs in Counseling

Admission Requirements: Applicants must be admitted to both the Division of Graduate Studies and the Counseling Program. The Counseling Program has the following admission requirements in addition to the Division of Graduate Studies requirements. 1) A minimum of cumulative GPA of 3.00 for regular admission and 2.80 for conditional admission at the undergraduate level. 2) A score on the GRE within the last five years, sent directly to the department. 3) Interview and a writing sample. 4) Three letters of recommendations sent directly to the department. 5) Applicants will only be accepted for the Fall and Summer enrollment. The applicants deadline is March 1 for Fall admission. 6) Successful applicants for the M.S.Ed. program must be certified at the “A” level or above in a teaching discipline.

Master of Science in Education *School Counseling Concentration

CORE COURSES		SEMESTER HOURS
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research (Prereq.,EDFL 514)	3
EDFL 568	Curriculum Methods	3
		HOURS 9

REQUIRED CONCENTRATION

COUN 506	Introduction to Professional Counseling	3
COUN 510	Organization and Administration of Guidance	3
COUN 514	Analysis of the Individual	3
COUN 517	Lifestyles and Career Development	3
COUN 520	Principles & Techniques of Counseling	3
COUN 526	Dynamics of Group Process (Prereq., COUN 520)	3
COUN 561	Psychological Aspects of Human Growth & Dev	3
COUN 571	Supervised Experience	3
COUN 631	Social and Cultural Foundations of Counseling	3
COUN 671	Practicum in Supervised Experience and Consult (Prereq., COUN 571)	3
COUN 691	Seminar in Counseling	3
COUN 522	Counseling Children	3
		HOURS 36

**INTERNSHIP

COUN 678	Internship in Counseling	6
		TOTAL HOURS 51

RECOMMENDED ELECTIVES

COUN 524	Spirituality in Counseling	3
COUN 528	Counseling the Gifted	3
COUN 589	Grief Counseling	3
COUN 621	Counseling Adolescent Females and Women	3
COUN 658	Marriage & Family Therapy (Required for LPC)	3
COUN 611	Psychodiagnosis and Treatment (Required for LPC)	3
RHAB 523	Vocational Placement (Required for Vocational Counseling Endorsement)	3
RHAB 532	Vocational Appraisal	3

(Required for Vocational Counseling Endorsement)

*** Requires A Teacher Certification**

Note: Students are required to complete COUN 506, 510, 514, 517, 520, 526, 561, 631, 671, and 691 before enrolling in internship. Students should apply for internship at the beginning of the semester prior to the intended enrollment semester.

Effective Date: Fall 2009

The curriculum will be effective for all students enrolling in the School Counseling Program beginning with the Fall Term 2009.

Internships. Internships involve supervised professional experiences in settings appropriate to the student's vocational objectives. The internships will provide practical work in the student's area of specialization. Internships include 600 hours of field experience. Students must complete a minimum of 240 hours of direct services with clients. Each week, counseling students receive one hour of individual supervision from their site supervisors and one and one-half hours group supervision from their university supervisors during seminar.

There are procedures that ensure that the client's confidentiality and legal rights are protected. Generally speaking, students are expected to abide by confidentiality guidelines as outlined in the ACA Code of Ethics (2005). Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at their sites. The opportunity to audio- or video-tape a counseling session is at the discretion of individual sites. In the event that a taping session occurs either at the practicum/internship site and/or the university, the confidentiality statement regarding audio- and/or video-taping client sessions is outlined below.

Practicum and Internship. Internship applications are due to the Internship Coordinator on March 15 and September 15 unless otherwise noted.

Examination Information. Students pursuing a licensure in School Counseling must take the PRAXIS II Specialty test in School Guidance and Counseling. For more information consult the PRAXIS Booklet or the School Counseling Coordinator.

Procedures to Ensure Confidentiality of Tapes and Transcripts

Prior to taping, each person being taped must sign a consent to tape form. If your agency has a form then you may use that one, if not one will be provided to you.

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4. Once you have a taped session, you are required to keep this tape in a locked and secure location (desk, file cabinet, etc.) when it is not in use.
5. The tape is only to be transported to supervision. You will place the tape, tape critique form, and transcript (if applicable) in a sealed manila envelope labeled as confidential.
6. Immediately after supervision, you will erase your tape as well as delete any electronic or paper copies of any session content and sign a form confirming this.

State Certification/Licensure in School Counseling. The student who has completed all requirements for graduation will also be eligible to apply for state certification/licensure in School Counseling. Consult the School Counseling Coordinator for more information.

Mission Statement

The primary mission of Jackson State University Counseling Program is to develop competent, fully functioning professional counselors. The mission statement reflects our beliefs about Counselor Education and the needs of our community. The Counselor Education program faculty challenges itself and others to meet these lifelong educational needs. It reflects the belief that working in collaboration with the community provides the highest quality, state-of-the-art programs and practices specifically tailored to meet the needs of counselors working in diverse urban communities.

The School Counseling Program is designed to prepare practitioners by empowering them to assist all learners in leading satisfying lives in the present and to make successful connections to the future.

The School Counseling Program Objectives are as follows:

1. To provide knowledge of the foundations of school counseling including: the foundations of school counseling including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues relating to school counseling.
2. To foster an understanding of the coordination of counseling program components as they relate to the total school community.
3. To provide knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.
4. To foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.
5. To stimulate curiosity and develop critical thinking skills in the areas of teaching, learning, practice and research.

**Master of Science
Clinical Mental Health Counseling***

CORE COURSES		SEMESTER HOURS
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research (Prereq., EDFL 514) or	3
COUN 585	Research in Guidance and Counseling	
		HOURS 6
REQUIRED CONCENTRATION		
COUN 504	Clinical Mental Health Counseling	3
COUN 506	Introduction to Professional Counseling	3
COUN 514	Analysis of the Individual	3
COUN 517	Lifestyles and Career Development	3
COUN 520	Principles & Techniques of Counseling	3
COUN 526	Dynamics of Group Process (Prereq., COUN 520)	3
COUN 561	Psychological Aspects of Human Growth & Develop.	3
COUN 571	Supervised Experience	3
COUN 611	Psychodiagnosis and Treatment	3
COUN 631	Social & Cultural Foundations of Counseling	3
COUN 658	Marriage and Family Counseling	3
COUN 671	Practicum in Supervised Experience and Consultation (Prereq., COUN 571)	3
COUN 691	Seminar in Legal and Ethical Issues	3
ELECTIVES		6
		HOURS 45
*INTERNSHIP (Two Regular Semesters)		
COUN 578	Internship in Counseling 600 clock hours	
		HOURS 9

TOTAL HOURS 60

NOTE: Students are required to complete COUN 504, 506, 611, 514, 517, 520, 526, 561, 571, 631, 658, 671, and 691 before enrolling in internship. Students should apply for Practicum and Internship the semester prior to the intended enrollment semester.

Effective Date: Summer 2012

For information on the National Counselor Examination (NCE) requirements while enrolled, please contact Dr. Regina Fults-McMurtery at 601-979-2361. For information on the Licensed Professional Counselor requirements, visit the state boards website: <http://www.lpc.state.ms.us>.

**The Clinical Mental Health Counseling program at Jackson State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2015. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)*

Mission Statement

The primary mission of the Jackson State University Clinical Mental Health Program is to develop competent, fully functioning professional counselors. The counselor education program faculty continually challenges itself to meet the lifelong educational needs of its students, as well as the ever-changing needs of the urban and rural communities in which it serves. This mission also promotes the concept of quality service delivery to community consumers and clientele, and consistent collaboration and partnership with community agencies, field experience sites and other institutions of higher learning.

The Community Counseling program is designated to prepare and train community counselors and practitioners working in both an urban and rural setting to:

The Clinical Mental Health Program Objectives are as follows:

- Provide state-of-the-art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.
- Promote multicultural competence, awareness and knowledge when providing services to clients and consumers from diverse backgrounds.
- Continually practice and engage in relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.
- Prepare counseling practitioners to be eligible to seek and obtain State licensure through the provision of the proper course and fieldwork outlined by the State Licensure Board.

Internships. Internships involve supervised professional experiences in settings appropriate to the student's vocational objectives. The internships will provide practical work in the student's area of specialization. Internships include 600 hours of field experience. Students must complete a minimum of 240 hours of direct services with clients. Each week, students receive one hour of individual supervision from their site supervisors and one and one-half hours group supervision from their university supervisors during seminar.

There are procedures that ensure that the client's confidentiality and legal rights are protected. Generally speaking, students are expected to abide by confidentiality guidelines as outlined in the ACA Code of Ethics (2005). Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at their sites. The opportunity to audio- or video-tape a counseling session is at the discretion of individual sites. In the event that a taping session occurs either at the practicum/internship site and/or the university, the confidentiality statement regarding audio- and/or video-taping client sessions is outlined below.

Procedures to Ensure Confidentiality of Tapes and Transcripts

Prior to taping, each person being taped must sign a consent to tape form. If your agency has a form then you may use that one, if not one will be provided to you attached to this syllabus.

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6. Immediately after supervision, you will erase your tape as well as delete any electronic or paper copies of any session content and sign a form confirming this.

Practicum and Internship. Internship applications are due to the Internship Coordinator on March 15 and September 15 unless otherwise noted.

Master of Science **Rehabilitation Counseling Concentration**

The Jackson State University, Rehabilitation Counseling Program provides a well-balanced curriculum of academic classes and field training which meets the accreditation requirements of the Council on Rehabilitation Education. Following the successful completion of program requirements, students are awarded a Master of Science Degree in Rehabilitation Services with an emphasis in Rehabilitation Counseling or Job Placement. Program graduates are eligible for national certification through the Commission on Rehabilitation Counselor Certification (CRCC).

The Graduate School of Jackson State University will award the Master of Science Degree in Rehabilitation Services to individuals who successfully complete 57 semester hours of academic classes and field training as indicated below:

Admission Requirements: Applicants are required to have a minimum GPA of 3.00 (based on a 4.00 scale) at the undergraduate level. Applicants with a GPA of 2.80 to 2.99 may be admitted on a conditional basis. A GRE score is not required. Applications for admission are considered for the Fall session. Applicants should submit an application along with two copies of official transcripts to the Division of Graduate Studies and program application, three letters of recommendation and a writing sample submitted directly to the department. Successful candidates for admission must be interviewed by the rehabilitation faculty.

FOUNDATIONS

HOURS REQUIRED (18)

RHAB 509 Introduction to Rehabilitation	(3) Fall
RHAB 516 Medical Information	(3) Fall
RHAB 560 Psychological Aspects of Rehab	(3) Summer
RHAB 586 Research in Rehabilitation	(3) Spring
RHAB 594 Seminar in Rehabilitation	(3) Spring
COUN 631 Social and Cultural Foundations	(3) Spring/Fall

SKILLS AND TECHNIQUES

HOURS REQUIRED (21)

RHAB 523 Vocational Appraisal	(3) Spring
RHAB 524 Vocational Evaluation	(3) Summer/Fall
RHAB 535 Techniques of Counseling	(3) Spring
RHAB 531 Case Management in Rehab	(3) Summer/Fall
RHAB 519 Community Resources	(3) Summer
RHAB 532 Vocational Placement	(3) Spring
COUN 526 Group Dynamics	(3) Spring/Summer

CLINICAL EXPERIENCE

HOURS REQUIRED (9)

RHAB 577 Practicum in Rehabilitation (100 Clock hours)	(3) Fall
RHAB 579 Internship (600 clock hours)	(6) Spring/Summer

(600 Clock hours)

CORE ELECTIVES

RHAB 691 Seminar in Substance Abuse
RHAB 533 Placement Laboratory
RHAB 576 Practicum in Placement

HOURS REQUIRED (9)

(3) Spring/Summer
(3) Fall
(3) Summer

OUTSIDE ELECTIVES

RHAB 691 Seminar in Substance Abuse
*COUN 658 Marriage and Family Therapy
*COUN 611 Psychodiagnosis and Treatment

HOURS REQUIRED (3)

(3) Spring/Summer
(3) Spring/Summer
(3) Spring/Summer

TOTAL (57)

Note: Only 9 hours of electives are required. RHAB 533 and RHAB 576 must be taken along with one of the listed outside electives. COUN 658 & 611 are both required for LPC Licensure.

MISSION STATEMENT

The mission of the Rehabilitation Counseling Program at Jackson State University is four fold: (1) to train competent field practitioners in the state of Mississippi skilled in working with individuals with various disabilities toward a goal of maximum personal, social and vocational growth, (2) to thoroughly prepare students to take and pass the certified rehabilitation counseling (CRC) exam, (3) to increase the supply of rehabilitation professionals from all racial and ethnic backgrounds with particular interests for those who are minority and those with disabilities to contribute to the community's well-being, and (4) to provide leadership throughout the community and state in rehabilitation knowledge, expertise, time and materials in the form of available students, workshops, conferences and consultation.

Internships. Internships involve supervised professional experiences in settings appropriate to the student's vocational objectives. The internships will provide practical work in the student's area of specialization. Internships includes 300 hours of field experience. Additionally, this program offers extensive field work, including one practicum and two internship experiences. Each student is placed in a rehabilitation setting successfully completing the 100 hours of Practicum and 600 hours of Internship.

There are procedures that ensure that the client's confidentiality and legal rights are protected. Generally speaking, students are expected to abide by confidentiality guidelines as outlined in the Commission on Rehabilitation Counselor Certification Code of Ethics and the ACA Code of Ethics (2005). Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at their sites. The opportunity to audio- or video-tape a counseling session is at the discretion of individual sites. In the event that a taping session occurs either at the practicum/internship site and/or the university, the confidentiality statement regarding audio- and/or video-taping client sessions is outlined below.

Procedures to Ensure Confidentiality of Tapes and Transcripts

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6. Immediately after supervision, you will erase your tape as well as delete any electronic or paper copies of any session content and sign a form confirming this.

SPECIALIST IN EDUCATION School Counseling Concentration

Admission Requirements: To enter this program, the student must: 1) have a master's degree in education granted by a regionally accredited institution of higher education; and 2) hold a "AA" teacher license/certification from the State Department of Education.

EDUCATIONAL CORE REQUIREMENTS		SEMESTER HOURS
EDFL 601	Advanced Research and Statistics	3
EDFL 602	Comparative Education	3
	Or	
EDFL 610	School and Community Relations	3
HOURS		6

COUNSELING CORE REQUIREMENTS		
COUN 506	Introduction to Professional Counseling	3
COUN 510	Organization and Administration of Guidance	3
COUN 514	Analysis of the Individual	3
COUN 517	Lifestyles and Career Development	3
COUN 520	Principles & Techniques of Counseling	3
COUN 526	Dynamics of Group Process	3
	(Prereq., COUN 520)	
COUN 561	Psychological Aspects of Human Growth & Dev	3
COUN 571	Supervised Experience	3
COUN 631	Social and Cultural Foundations of Counseling	3
COUN 671	Practicum in Supervised Experience and Consult	3
	(Prereq., COUN 571)	
COUN 691	Seminar in Counseling	3
HOURS		33

INTERNSHIP REQUIREMENTS		
COUN 675	Internship in School Counseling	6
TOTAL HOURS		45

**** (For Students holding AA certification in Counseling)**

EDUCATIONAL CORE REQUIREMENTS		6
COUNSELING CORE REQUIREMENTS		
COUN 687	Advanced Research and Independent Study	6
COUN 675	Internship in School Counseling	3
COUN 676	Counselor Supervision & Theories	3
COUN 522	Counseling Children (If not previously taken)	3
		15
CONCENTRATION CORE (Minimum of 15 hours of recommended approved electives)		
	Approved Counseling Electives	15
TOTAL HOURS		36 hours

*** Requires AA Teacher Certification**

Note: Students are required to complete COUN 506, 510, 514, 517, 520, 526, 561, 631, 671, and 691 before enrolling in internship. Students should apply for internship at the beginning of the semester prior to the intended enrollment semester

Mission Statement

The primary mission of Jackson State University Counseling Program is to develop competent, fully functioning professional counselors. The mission statement reflects our beliefs about Counselor Education and the needs of our community. The Counselor Education program faculty challenges itself and others to meet these lifelong educational needs. It reflects the belief that working in collaboration with the community provides the highest quality, state-of-the-art programs and practices specifically tailored to meet the needs of counselors working in diverse urban communities.

The School Counseling Program is designed to prepare practitioners by empowering them to assist all learners in leading satisfying lives in the present and to make successful connections to the future.

The School Counseling Program Objectives are as follows:

1. To provide knowledge of the foundations of school counseling including the foundations of school counseling including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues relating to school counseling.
2. To foster an understanding of the coordination of counseling program components as they relate to the total school community.
3. To provide knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.
4. To foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.
5. To stimulate curiosity and develop critical thinking skills in the areas of teaching, learning, practice and research.

Internships. Internships involve supervised professional experiences in settings appropriate to the student's vocational objectives. The internships will provide practical work in the student's area of specialization. Internships include 300 hours of field experience. Students must complete a minimum of 120 hours of direct services with clients. Each week, counseling students receive one hour of individual supervision from their site supervisors and one and one-half hours group supervision from their university supervisors during seminar.

There are procedures that ensure that the client's confidentiality and legal rights are protected. Generally speaking, students are expected to abide by confidentiality guidelines as outlined in the ACA Code of Ethics (2005). Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at their sites. The opportunity to audio- or video-tape a counseling session

is at the discretion of individual sites. In the event that a taping session occurs either at the practicum/internship site and/or the university, the confidentiality statement regarding audio- and/or video-taping client sessions is outlined below.

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10. Once you have a taped session, you are required to keep this tape in a locked and secure location (desk, file cabinet, etc.) when it is not in use.
11. The tape is only to be transported to supervision. You will place the tape, tape critique form, and transcript (if applicable) in a sealed manila envelope labeled as confidential.
12. Immediately after supervision, you will erase your tape as well as delete any electronic or paper copies of any session content and sign a form confirming this.

Practicum and Internship. Internship applications are due to the Internship Coordinator on March 15 and September 15 unless otherwise noted.

State Certification/Licensure in School Counseling. The student who has completed all requirements for graduation will also be eligible to apply for state certification/licensure in School Counseling. Consult the School Counseling Coordinator for more information.

JACKSON STATE UNIVERSITY
College of Education and Human Development
School, Community and Rehabilitation Counseling

SPECIALIST IN EDUCATION
Psychometry

Admission Requirements:

To enter this program, the student must have a completed master's degree in the field of education and/or human services granted by a regionally accredited institution of higher education.

EDUCATIONAL CORE COURSES		Semester Hours
EDFL 601	Advanced Research and Statistics	3
EDFL 602	Comparative Education OR	
EDFL 610	School and Community Relations	3
HOURS		6
COUNSELING CORE COURSES		
COUN 527	Individual Testing	3
COUN 561	Psychological Aspects of Human Growth and Development an elective if taken previously	3
COUN 673	Practicum In Psychometry (Prerequisite, completed 15 Semester hours)	3
COUN 687	Advanced Research and Independent Study	6
HOURS		15
CONCENTRATION CORE COURSES		
RHAB 523	Vocational Appraisal OR	
COUN 514	Analysis of the Individual	3
COUN 627	Individual Testing II	3
RHAB 560	Psychological Aspects of Disabilities OR	
COUN 517	Lifestyles and Career Development	3
COUN 606	Behavioral Assessment	3
COUN 611	Psychodiagnosis and Treatment	3
HOURS		15
TOTAL HOURS		36

Students in this program are required to complete a Thesis.

Area Comprehensive Exam is required.

Mission Statement

The primary mission of the Jackson State University, Department of School, Community and Rehabilitation Counseling, Psychometry Program is to develop competent, fully functional and professional Psychometrists to utilize the highest external standards set by state and national certifying boards. Additionally, it provides training in measurement, knowledge of normal and pathological development, consultation, and prevention strategies applicable in school and other professional settings.

The Psychometry program is designed to prepare and train professionals and practitioners working in both private and school settings to:

- Provide a quantitative assessment of individual's psychological traits or attributes.
- Select, administer, score, evaluate, report, and propose suggestions to interested parties.
- Provide intellectual and behavioral assessments.
- Promote multicultural competence, awareness, and knowledge when providing services to individuals from diverse backgrounds.
- Continually practice and engage in relevant and up to date test instruments, ethical practices, and advanced knowledge in the field of Psychometry.
- Posses a strong background in educational and psychological assessment; consultation techniques, and knowledge of special needs of students with exceptionalities.

Guidelines for Student Thesis Proposal and Defenses

Chair and Committee

- ✚ All students must choose a Committee Chair by their second semester in the program
- ✚ All students must choose a Thesis Committee by their second semester in the program
- ✚ All committees must have at least three (3) Departmental faculty and if desired two (2) outside committee members. (A committee can comprise of only three (3) departmental faculty if desired).

Thesis Proposal

- ✚ All students must defend their proposal (First 3 Chapters) via a formal PowerPoint presentation before their entire committee, unless a member is excused by the committee chair.
- ✚ Form A can only be signed by the committee after the student has successfully defended their proposal before their committee. Form A should not be signed until this defense process has taken place.
- ✚ A corrected proposal is then submitted to the Department Chair and Dean along with Form A.

Thesis Defense

- ✚ All students must defend their thesis (All 5 Chapters) via a formal PowerPoint presentation before their entire committee.
- ✚ Form B can only be signed by the committee after the student has successfully defended their proposal before their committee. Form B should not be signed until this defense process has taken place.
- ✚ Form B is then signed by all committee members and submitted to the graduate school once the thesis has been successfully defended.
- ✚ Students cannot defend a proposal and a thesis within the same semester. These processes should be carefully planned by the student along with their committee chairs.

Professional Organizations

Chi Sigma Iota Honor Society (CSI)

Formed in January of 1985, Chi Sigma Iota is an International Counseling Academic and Professional Honor Society. It was established in order to create a link between students, educators, practitioners and supervisors in various counseling settings. The objective of Chi Sigma Iota is “to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.” The Chapter at Jackson State University meets throughout the year under the leadership of elected students. As well as initiating various projects, the chapter disseminates a newsletter. Students interested in joining Chi Sigma Iota must have a 3.5 or better GPA and at least 18 hours of graduate course credit. For additional information, contact Dr. Dion Porter, the chapter's advisor.

Rehabilitation Counseling Association

Formed in 2005, the Rehabilitation Counseling Association (RCA) was created for students to learn more about the profession and to network with local rehabilitation counselors and people with disabilities within their career paths. The mission of the Rehabilitation Counseling Association is to offer opportunities where students may gain increased public understanding of professional interests by fostering an open forum, promoting and encouraging the development of professional training opportunities for all persons engaged in the counseling of persons with disabilities, contributing to an interdisciplinary approach to the solution of problems in rehabilitation, fostering research to advance knowledge and skills in rehabilitation counseling, and developing relationships that will be beneficial to enhance professional identity

American Counseling Association

Founded in 1952, the American Counseling Association (ACA) is the largest association exclusively representing professional counselors in various practice settings. The ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession.

Mississippi Counseling Association

The mission of the Mississippi Counseling Association (MCA) is to encourage the personal and professional development of counselors, influence decisions that affect the counseling profession and to promote progress, understanding and improvement of counseling. Mississippi Counselor Association (MCA) members are credentialed, professional counselors who work to promote positive development and adjustment among the children and adults whom they serve. MCA members work in a variety of settings including, but not limited to: mental health agencies, private practices, state employment offices, and military education offices. The Mississippi Counseling Association (MCA) is a branch of the American Counseling Association (ACA).

Certification

The National Board for Certified Counselors, Inc. (NBCC) is a nonprofit independent organization that establishes and monitors a national counselor certification process. It was created in 1982 through the efforts of the American Counseling Association to promote professional credentialing standards for counselors.

NBCC hosts a National Certified Counselor (NCC) application option for graduate students enrolled in the Department of School, Community and Rehabilitation Counseling. As part of the certification process, students take the National Counselor Examination for Licensure and Certification (NCE) on campus while enrolled at a reduced rate. Eligibility requirements include:

- ✓ Must be currently enrolled in a counselor preparation program
- ✓ Must be degree-seeking
- ✓ Must be well-advanced in program of study
- ✓ Must be a voluntary participant

Please contact the NCC Campus Coordinator for further information regarding the NCC application for graduate students.

Counseling Licensure

Different states have different requirements for counseling licensure. The State of Mississippi requires the individual applying for licensure to take and pass the National Counseling Examination as part of the licensure process. (This is the same exam required for NBCC certification.)

For more detailed information concerning counseling licensure in the state of Mississippi contact the Mississippi State Board for Licensed Professional Counselors, 120 East Jefferson Street, P.O. Box 1497, Yazoo City, MS 39194 Phone: 1-888-860-7001.

Directory

Professional Organizations

ACA	(800) 347-6647	www.counseling.org	American Counseling Association
MCA	(888) 308-6222	www.msccounselor.org	Mississippi Counseling Association
NBCC	(336) 547-0607	www.nbcc.org	Nat'l Board for Certified Counselors
MS Board	(888) 860-7001	www.lpc.ms.gov	MS Board for Licensed Professional Counselors
CRCC	(847) 944-1325	www.crc certification.com	Commission on Rehabilitation Counseling Certification
MDE	(601)359-3513	www.mde.k12.ms.us	State Department of Education

University Services

1. BANNER – www.jsu.ms.edu
2. H.T. Sampson Library
Phone: (601) 979-4270
3. Campus Police
Phone: (601) 979-2580
4. Financial Services
B.F. Roberts Hall, 1st Floor
Phone: (601) 979-2227
5. Latasha Norman Center for Counseling and Psychological Services
New Student Center
Phone: (601) 979-0374

The Latasha Norman Center for Counseling and Psychological Services is committed to working with JSU students experiencing certain adjustment challenges as they matriculate through their academic program and college experience. Our mission is to provide services and activities that can assist the JSU student as they transition and seek assistance with building their problem-solving skills, managing relationships and becoming more independent and confident.

6. Center for Support Service for Students & Employees with Disabilities
New Student Center
Phone: (601) 979-3704

The Center for Support Service for Students & Employees with Disabilities is committed to coordinating reasonable services and accommodations to our family members and other external constituents with disabilities.

7. Division of Graduate Studies
Administration Tower, 1st Floor
Phone: (601) 979-2455

8. Career Services Center
JSU Reddix Building, 1st Floor
Phone: (601) 979-2477

The mission of the Career Services Center is to provide career services in a supportive and proactive manner for Jackson State University students and alumni; including information and counseling on career choices," graduate and professional school, co-op and internships and part-time and permanent employment opportunities. The Center also provides effective and efficient services to employers through recruitment programs and activities.

8. Registrars Office
B.F. Roberts Hall, 2nd Floor
Phone: (601) 979-2300

9. Veterans Center
Reddix Building, 1st Floor
Phone: (601) 979-1755

The JSU Veterans Center provides student support services focused on the special needs and requirements of today's military veterans, service members, dependents and survivors. The center was established to improve and enhance the academic success of student veterans, to help them receive the benefits they deserve, and to serve as a liaison between the veteran student community and the University.

Agreement Form
To be placed in the student's file

I _____ have received and read the Student Handbook
Student's Name

from the Department of School, Community and Rehabilitation Counseling at Jackson State University. This handbook is the primary source of information for the Department of School, Community and Rehabilitation Counseling, subject to change without notice, and generally more current than the Graduate Catalog.

I understand the policies and procedures as stated in the handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.. I fully accept my responsibility to be an active participant in the planning and monitoring of my progress in the program. This responsibility includes but is not limited to being informed about policies which effect my program of study, adhering to due dates, and regularly consulting with my faculty advisor.

I further understand that the faculty of the Department of School, Community and Rehabilitation Counseling will monitor both my academic progress and my professional ethical behavior.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

Student's Signature

Date

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it in to the Department of School, Community and Rehabilitation Counseling Office where it will be placed in your student folder.

Faculty Advisor Signature

Date

Department of School, Community and Rehabilitation Counseling

MATRICULATION CHECKLIST

Activity	Date Completed
➤ Enroll in a specific program of study in counseling	_____
➤ Meet with Advisor	_____
➤ Submit Degree Plan	_____
➤ Apply for Graduate English Competency Exam	_____
➤ Pass English Competency Exam	_____
➤ Meet with Advisor	_____
➤ Submit Application for Admission to Graduate Degree Candidacy	_____
➤ Complete All Course Work (3.0 avg. GPA)	_____
➤ Meet with Advisor	_____
➤ Apply for Practicum	_____
➤ Pass Area Comprehensive Exam	_____
➤ Meet with Advisor	_____
➤ Apply for Internship	_____
➤ Meet with Advisor	_____
➤ Complete Internship	_____
➤ Meet Advisor	_____
➤ Submit On-Line Clearance	_____
➤ Complete Exit Exam	_____
➤ Graduate	_____