



**COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING,
REHABILITATION AND
PSYCHOMETRIC SERVICES**

STUDENT HANDBOOK

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Dear Counseling Program Students:

In support of the University's mission, the Counseling, Rehabilitation and Psychometric Services (CRPS) 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, School and Rehabilitation Counseling programs are accredited by the *Council for the Accreditation of Counseling and Related Educational Programs (CACREP)*. 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 CRPS 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 for more information. If you have further questions, please feel free to contact us through our e-mails which are listed on our Administration and Faculty page.

Cordially yours,

Dion F. Porter

Dion Porter, Ph.D.

Chair and Associate Professor

General Information

The Department of Counseling, Rehabilitation and Psychometric Services (CRPS) is one of five Departments in the College of Education and Human Development 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, both traditional and online. The Clinical Mental Health Counseling, School Counseling and Rehabilitation Counseling program all require (60) graduate credit hours, while the Educational Specialist in School Counseling program requires (45) graduate credit hours, and the Specialist in Psychometry program requires (36) graduate credit hours.

Jackson State University Mission

The Mission of Jackson State University (JSU) and HBCU and comprehensive urban research university, is to provide quality teaching, research and service at the baccalaureate, master's, specialist, and doctoral levels to diverse populations of students and communities using various modalities to ensure that they are technologically-advanced, ethical, global leaders who think critically; and can address societal problems and compete effectively.

College of Education and Human Development Mission

The Mission of the College of Education and Human Development is to employ teaching, research and service within an urban learning community, and the preparation of practitioners from diverse backgrounds for outstanding professional service through the development of solutions to potential or existing challenges facing urban institutions.

Department of Counseling, Rehabilitation and Psychometric Services Mission

The Mission of the Department of Counseling, Rehabilitation and Psychometric Services is to develop competent, and fully functioning clinical mental health, school, rehabilitation counselors, and psychometric professionals. The Department fully 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, agencies, organizations, associations, and clientele in which it serves. The mission also promotes the concept of quality service delivery and the provision of clinical, school, rehabilitation, and psychometric services to a diverse and multiculturally faceted clientele and population.

Accreditation

Jackson State University is accredited by the Southern Association of Colleges and Schools (SACS). The College of Education is accredited by the **Council for the Accreditation of Education Preparation (CAEP)**. Program offerings in the area of school counseling are designed to be in compliance with the competencies set forth by the Mississippi Department of Education. The Clinical Mental Health, School Counseling and Rehabilitation Counseling programs are each accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**.



Organization of the Department

The Department of Counseling, Rehabilitation and Psychometric Services 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) 979-2361 or 601 979-3364.

Faculty Directory

The following list includes all full-time Counseling faculty of the Department of Counseling, Rehabilitation and Psychometric Services. 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.

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DEPARTMENTAL POLICIES AND PROCEDURES

Admissions and Continuance Standards

The Application Process

Applicants applying for graduate study in the Department of Counseling, Rehabilitation and Psychometric Services 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 one of the Master's and Specialist Programs. The Counseling Programs have 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 recommendation sent directly to the department. 5) Applicants will only be accepted for Fall, Spring and Summer enrollment.

The Department of Counseling, Rehabilitation and Psychometric Services at Jackson State University accepts and reviews applications for admission once a year. ***The deadline for all counseling applications is March 15th for both Summer and Fall admission.***

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

Admission Requirements

Admission to graduate study within the Department of Counseling, Rehabilitation and Psychometric Services 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, 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.

The Request for the Transfer of Graduate Credit

Newly admitted students are allowed to transfer graduate credits above a “B” letter grade, for up to nine (9) credit hours for an entering Master’s student, and twelve (12) credit hours for a Specialist student. All graduate credit transfers are pending the review and approval of the students’ program advisor, and a formal *Request of the Transfer of Graduate Credit Form* has to be completed by the student and submitted along with an unofficial copy of their graduate transcript, within the first or second semester of their program matriculation.

Continuance in Departmental Programs

Once admitted to graduate study within the Department of Counseling, Rehabilitation and Psychometric Services, 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.

Please note that students are not permitted to take more than four courses online in accordance with accreditation standards. All students will sit for the Graduate Area Comprehensive Examination (GACE) within their respective areas as a requirement for graduation.

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 Counseling, Rehabilitation and Psychometric Services *Ethical Conduct Policy*. Professional behavior is expected at all times and in all settings and activities and Jackson State University as well as when on both Practicum and Internship sites. The use, or to be under the influence of any drugs or alcohol or other controlled substance is strictly prohibited.

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 Counseling, Rehabilitation and Psychometric Services has developed a policy on student retention.

The *Graduate Catalog* of Jackson State University and the *Counseling Student Handbook* of the Department of Counseling, Rehabilitation and Psychometric Services 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 Counseling 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.

Remediation Policy

Students will demonstrate professional and ethical behavior that conforms to the 2016 CACREP Standards, Departmental and University Guidelines, and the American Counseling Association (ACA) Code of Ethics, specifically Sections F.9.a., F.9.b., and F.9.c. Program faculty will evaluate students based on the following three domains:

1. Student Evaluation (F.9.a.)

- A. Inform students of course requirements and responsibilities
- B. Inform students of requirements pertaining to their Practicum clinical experience
- C. Inform students of requirements pertaining to their Internship clinical experience
- D. Inform students of requirements pertaining to the Graduate Area Competency Examinations (GACE).

2. Student Limitations (F.9.b)

- A. Assist students with any needed tutoring or remedial assistance
- B. Inform students if their academic performance is unsatisfactory
- C. Attempt remediation of unsatisfactory academic performance through the Departmental student benchmarking process
- D. Attempt remediation of unsatisfactory academic performance through consultation with the student by Program Faculty
- E. Attempt remediation of unsatisfactory academic performance through consultation with the student by the Department Chair
- F. Complete an Academic Enhancement Plan (AEP), as a final recourse prior to a recommendation for Program Dismissal

3. Counseling Recommendations (F.9.c.)

- A. Assist students with either physical or mental impairments with any matriculation barriers that they may have
- B. Program Faculty will decide on whether mental impairments should warrant a Program Dismissal
- C. Program Faculty will make the necessary recommendations for counseling services via the Latasha Norman Counseling Center

Program Dismissal Process

In accordance with the Jackson State University Division of Graduate Studies, once a student is placed on an Academic Hold, due to either their semester or cumulative GPA being below a 3.0, or them obtaining more than two C or below grades during their matriculation an Academic Enhancement Plan (AEP) is submitted by the Department. If the AEP is accepted by the College and Graduate School Dean, then the student is able to continue their matriculation via the directives of their AEP. Once reinstated, if the cumulative GPA is not elevated above a 3.0, or the student receives more than two insufficient grades that cannot be petitioned, then the student will be recommended for a Program Dismissal

1. Students may also be dismissed for the following reasons:

- A. Three or more grades of C or lower
- B. A cumulative GPA consistently lower than a 3.0
- C. Consistent Plagiarism and cheating on exams and assignments
- D. Persistent Absenteeism and Tardiness
- E. Overall inability to successfully matriculate through a Graduate Program
- F. An Inability to complete the program due to Medical reasons

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 Counseling, Rehabilitation and Psychometric Services *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

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 composed 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 a 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 Counseling, Rehabilitation and Psychometric Services 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. 19 of this Handbook.

Student 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 Counseling, Rehabilitation and Psychometric Services 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 considering appropriate sequence and required prerequisites.
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 Counseling, Rehabilitation and Psychometric Services

**ETHICAL CONDUCT POLICY & CAUSE FOR DISCIPLINARY 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.

The 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 dishonesty, 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

BEHAVIOR 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 concerns or complaints 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.

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 four courses online in accordance with accreditation standards.

Departmental Endorsement and Certification Policy

School Counseling Program

“In order to be a practicing professional school counselor in the state of Mississippi, you must become certified by the Mississippi Department of Education (<https://www.mdek12.org>). If you are seeking employment as a school counselor in other states, you must consult the State Education Department of that state and seek their certification. You will note that state certification is not national certification.

The Jackson State University Master's degree program in School Counseling meets the requirements for certification in the state of Mississippi. Upon successful completion of these sixty credits Master's degree program in School Counseling, a graduate of the program may apply to the Mississippi State Department of Education for certification as a school counselor. If you are beginning work as a professional school counselor at the completion of your Masters' degree program you should make an appointment with the Certification Officer, prior to graduation. Jackson State University's College of Education has a certification office, located in the Joseph H. Jackson Building, and the Certification Officer is Dr. LaKeshia Opara-Nadi. The telephone

number is 601-979-4111 and her email address is teacherquality@jsums.edu. Please contact the office directly to find out when certification advisement hours are scheduled.

The College of Education only recommends School Counseling Candidates who have completed the sixty credit Master's degree program, and who have earned a minimum grade of B in COUN 571, COUN 578, and COUN 671.

Clinical Mental Health Program

In order to be a Clinical mental health counselor in the state of Mississippi, graduate students in the Clinical Mental Health program must complete a 60-hour master's degree and coursework required of Licensed Professional Counselors.

Graduates must accumulate a required number of hours of supervised post-master's-degree work experience prior to applying to becoming a Licensed Professional Counselor. The Licensed Professional Counseling Board currently requires a passing score on the National Counseling Exam (NCE) and the National Mental Health Counseling Exam (NMHCE). Graduating students may be eligible to take the National Counseling Exam (NCE) prior to graduating through a partnership with the National Board for Certified Counselors (NBCC). Contact the campus coordinator Dr. Regina Fults-McMurtery at 601-979-3416 for further information about the graduate student administration of the National Counseling Exam.

The College of Education only recommends Clinical Mental Health Candidates who have completed the sixty credit Master's degree program, and who have earned a minimum grade of B in COUN 571, COUN 578, and COUN 671.

Rehabilitation Counseling Program

Students who are currently enrolled in or a Graduate of a CACREP-Accredited Program of a master's level rehabilitation counseling (RC) or clinical rehabilitation counseling (CLRC) program. In order to be a Rehabilitation Counselor nationwide, students or graduates must be enrolled or graduates of a CACREP-Accredited master's level rehabilitation counseling (RC) or clinical rehabilitation counseling (CLRC) program. • Students and graduates must submit evidence of an internship of six hundred clock hours supervised by an on-site CRC or by a faculty member who is a CRC. The internship must have been in rehabilitation counseling and the intern must have a minimum of 240 clock hours providing direct rehabilitation counseling services to individuals with disabilities. Note: This "evidence of an internship" consists of an official college transcript for candidates who have graduated from the program. For candidates who are students completing the program, CRCC accepts the Student Verification Form until the student completes the graduation process and provides a final official college transcript that reflects the internship.

Students must submit evidence of enrollment in a master's degree program in rehabilitation counseling or clinical rehabilitation counseling program. The Student Enrolled in a CACREP-Accredited Master's Program Verification Form must be completed and submitted with the application. • Students must have completed 75% of the course work toward the master's degree by February 1 (for the CRC March exam), June 1 (for the CRC July exam), or September 1 (for the CRC October exam) in order to be deemed eligible to take the CRC exam. • Students must graduate within 12 months of their examination date and must submit their official transcript

reflecting the granting of the degree and successful completion of the internship. Those who achieved a passing score on the exam will be eligible to use the CRC designation only after the candidate's receipt of the official CRC certificate. Official, digital transcripts can be submitted directly to CRCC at transcripts@crccertification.com

Student Liability Insurance

Liability insurance is required for all students enrolled in Practicum, Internship and lab courses that require field placement where individual and group counseling services are involved, and personal contact with clients and consumers is necessary. The link is www.hpsso.com

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 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 the 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 \$75.00 testing fee associated with this exam and must be paid to the testing agency prior to administration of the exam. Psychometry and Rehabilitation Counseling students will be required to take a written comprehensive examination, and Online students will take their examination virtually via Canvas.

Students must be enrolled for at least one hour of 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 Graduate Area Comprehensive Examination must be taken and passed.
2. Completion of course work required for student's specific concentration (School Counseling, Clinical Mental Health Counseling, Rehabilitation Counseling, and 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 Division of Graduate Studies 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 a 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 and Student Governance Organizations.

New Student Orientation

A student orientation will be held during the second week in September each fall semester of each academic year. New students will be contacted by the Department with the details, which is important for their efficient matriculation through their respective programs.

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 nine 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 Counseling, Rehabilitation and Psychometric Services. Only full-time graduate students are eligible. Requests for other sources of financial assistance should be directed to the Division 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 cumulative GPA of 3.00 for regular admission and 2.80 for conditional admission at the undergraduate level. 2). Interview and a writing sample. 4) Three letters of recommendation. The entire Application Packet is to be uploaded through the Graduate Studies Admissions portal. Students who are readmitting to the program should apply for readmission only and not a new application.

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 School Counseling | 3 |
| COUN 514 | Counseling Assessment and Evaluation | 3 |
| COUN 517 | Lifestyles and Career Development | 3 |
| COUN 520 | Counseling Theories | 3 |
| COUN 522 | Counseling Children | 3 |
| COUN 526 | Dynamics of Group Process (Prereq. COUN 520) | 3 |
| COUN 561 | Psychological Aspects of Human Growth & Dev | 3 |
| COUN 571 | Counseling Skills | 3 |
| COUN 631 | Social and Cultural Foundations of Counseling | 3 |
| COUN 611 | Psychodiagnosis and Treatment | 3 |
| COUN 658 | Marriage and Family Counseling | 3 |
| COUN 671 | Practicum in Supervised Experience and Consult3 (Prereq, COUN 571) | 3 |

| | | |
|--------------------|-------------------------------------|-----------|
| COUN 691 | Seminar in Legal and Ethical Issues | 3 |
| Approved Electives | | 3 |
| HOURS | | 45 |

INTERNSHIP (Two Semesters)

| | | |
|----------|--|---|
| COUN 678 | Internship in School Counseling 600 Clock Hours | 6 |
|----------|--|---|

TOTAL HOURS 60

Note: Students are required to complete COUN 506, 514, 517, 520, 522, 526, 561, 571, 631, 658, 671, and 691 before enrolling in the internship course. Students should apply for Practicum and Internship the semester prior to the intended enrollment semester.

**The M.S. Ed Program in School counseling at Jackson State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP),*

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 |
| RHAB 523 | Vocational Placement (Required for Vocational Counseling Endorsement) | 3 |
| RHAB 532 | Vocational Appraisal (Required for Vocational Counseling Endorsement) | 3 |

* 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 internships at the beginning of the semester prior to the intended enrollment semester.

Effective Date: Fall 2021

The curriculum will be effective for all students enrolling in the School Counseling Program beginning with the Fall Term 2021.

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 six hundred hours of field experience. Students must complete a minimum of 240 hours of direct service 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 videotape 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 30 and October 30 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.

1. Prior to beginning any taping, you are to explain the parameters of taping as outlined in the consent form.
2. Keep in mind that if taping minors under the age of eighteen, parental consent is required on the taping form. Also, every group participant is required to sign a consent form if you decide to tape a group.
3. Take two copies of the consent form and please sign both copies and have the client sign both copies. One copy is for your file and one copy is for the client.
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.

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 School 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.

| Program Objectives | Student Learning Outcomes |
|---|--|
| 1. School counseling students will gain the foundational .knowledge of school | 1. School counseling students will demonstrate the ability to provide school |

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| <p>counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.</p> | <p>counseling services, including individual, group, preventative, and developmental services that address learner needs in a (k-12) school environment and setting.</p> |
| <p>2. School counseling students will learn 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.</p> | <p>2. School counseling students will demonstrate appropriate, effective, and culturally responsive programming, counseling, consultation, school treatment planning, behavioral assessments, modifications and team consultation within a (k-12) school setting.</p> |
| <p>3. School counseling students will learn 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.</p> | <p>3. School counseling students will demonstrate culturally responsive services in school-based intervention and advocacy services for at-risk and culturally diverse students, multicultural assessment procedures, as well as ethical decision-making assessment tools for school counselors.</p> |
| <p>4. Students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.</p> | <p>4. School Counseling students will be able to competently employ the use of research and assessment procedures to evaluate school counseling programs, via behavioral emotional and cognitive testing for youth in a (k12) school-based setting.</p> |

MASTER OF SCIENCE

***Clinical Mental Health Counseling**

CORE COURSES

SEMESTER HOURS

| | | |
|----------|---------------------------------|---|
| EDFL 514 | Elementary Statistics | 3 |
| EDFL 515 | Methods of Educational Research | 3 |

| | | | |
|--|--|--------------|-----------------|
| | (Prereq., EDFL 514) or | | |
| COUN 585 | Research in Counseling | HOURS | 6 |
| REQUIRED CONCENTRATION | | | |
| COUN 504 | Clinical Mental Health Counseling | | 3 |
| COUN 506 | Introduction to Professional Counseling | | 3 |
| COUN 514 | Counseling Assessment and Evaluation | | 3 |
| COUN 517 | Lifestyles and Career Development | | 3 |
| COUN 520 | Counseling Theories | | 3 |
| COUN 526 | Dynamics of Group Process (Prereq., COUN 520) | | 3 |
| COUN 561 | Psychological Aspects of Human Growth & Develop. | | 3 |
| COUN 571 | Counseling Skills | | 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) until 2023.*

Revised 03/15/21

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.

| Program Objectives | Student Learning Outcomes |
|--|---|
| <p>1. Clinical mental health counseling students will gain the knowledge to 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.</p> | <p>1. Clinical mental health counseling students will demonstrate group and individual clinical assessment skills.</p> |
| <p>2. Clinical mental health counseling students will learn the relevance of multicultural competence, awareness and knowledge when providing services to clients and consumers.</p> | <p>2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.</p> |
| <p>3. Clinical mental health counseling students will learn 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.</p> | <p>3. Clinical mental health counseling students will demonstrate comprehensive conceptualization skills and treatment planning that include the clinical, emotional, psychological, and social issues and concerns of their clients.</p> |
| <p>4. Clinical mental health counseling students will learn skills in a wide</p> | <p>4. Clinical mental health counseling</p> |

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| <p>range of tasks needed for clinical mental health counseling, including interventions for prevention and treatment of a broad range of mental health issues, the role of mental health counselors, and relevant settings and service delivery models.</p> | <p>students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.</p> |
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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 six hundred hours of field experience. Students must complete a minimum of 240 hours of direct service 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 (2014). Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at their sites. The opportunity to audio- or videotape 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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| <p style="text-align: center;"><i>Procedures to Ensure Confidentiality of Tapes and Transcripts</i></p> <p>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.</p> <ol style="list-style-type: none"> 1. Prior to beginning any taping, you are to explain the parameters of taping as outlined in the consent form. 2. Keep in mind that if taping minors under the age of eighteen, parental consent is required on the taping form. Also, every group participant is required to sign a consent form if you decide to tape a group. 3. Take two copies of the consent form and please sign both copies and have the client sign both copies. One copy is for your file and one copy is for the client. 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 |
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any session content and sign a form confirming this.

Practicum and Internship. Internship applications are due to the Internship Coordinator on March 30 and October 30 unless otherwise noted.

MASTER OF SCIENCE
***Rehabilitation Counseling Concentration**

| <u>CORE FOUNDATIONS</u> | 24 | <u>SEMESTER HOURS</u> |
|---|-----------|------------------------------|
| RHAB 509 Intro to Rehab Counseling and Ethics | | 3 |
| RHAB 516 Medical & Psych/Aspects/Dis | | 3 |
| RHAB 533 Career Counseling in RHAB | | 3 |
| RHAB 560 Human Growth & Dev in RHAB | | 3 |
| RHAB 586 Research in Rehabilitation | | 3 |
| RHAB 678 Multicultural Counseling in Rehab | | 3 |
| RHAB 540 Assistive Technology | | 3 |
| RHAB 594 Seminar in Rehabilitation | | 3 |
| <u>SKILLS AND TECHNIQUES</u> | 21 | |
| COUN 526 Group Dynamics | | 3 |
| RHAB 523 Psychological Asses. In RHAB | | 3 |
| RHAB 524 Vocational Evaluation | | 3 |
| RHAB 531 Case Manage and Forensic RHAB | | 3 |
| RHAB 532 Vocational Placement/Job Dev. | 3 | |
| RHAB 535 Theories of Rehab Counseling | | 3 |
| COUN 611 Psychodiagnosis and Treatment | | 3 |
| <u>CLINICAL EXPERIENCE</u> | 9 | |
| RHAB 577 Practicum in Rehabilitation (100 Clock hours) | | 3 |
| RHAB 579 Internship: I (300 clock hours) | | 3 |
| RHAB 579 Internship: II (300 clock hours) (Total of 600 Clock hours) | | 3 |
| <u>ELECTIVES</u> | 6 | |
| Recommendations | | |
| COUN 504 Mental Health Counseling | | 3 |
| RHAB 691 Seminar in Substance Abuse | | 3 |
| COUN 658 Marriage and Family Therapy | | 3 |

TOTAL: 60 Hours

Note: Students need at least 6 hours of Electives from the above list or alternate Counseling courses approved by your Advisor. Students are eligible to sit for the Certified Rehabilitation Counseling (CRC) Examination after the completion of 75% or 48 credit hours.

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 for the Accreditation Counseling and Related Educational Programs (CACREP). Following the successful completion of program requirements, students are awarded a Master of Science Degree in Rehabilitation Counseling with an emphasis in Rehabilitation Counseling and related services. 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 Counseling to individuals who successfully complete 60 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.

MISSION STATEMENT

The primary mission of the Jackson State University Rehabilitation Counseling 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 its 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.

| Program Objectives | Student Learning Outcomes |
|--|--|
| 1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field. | 1. Rehabilitation counseling students will demonstrate the ability to apply theory, ethical reasoning, advocacy, and assessment to their individual and group counseling practices. |
| 2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field. | 2. Rehabilitation counseling students will demonstrate the ability to analyze and assess various client limitations which include client disabilities, handicaps, emotional and cognitive impairments, and |

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| | psychosocial limitations associated with the quality of life of persons with disabilities. |
| 3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities. | 3. Rehabilitation counseling students will be able to demonstrate their knowledge of rehabilitation counseling services and resources including advocacy, planning, case documentation, transition to work, substance abuse, diagnosis, treatment planning, and resource selection. |

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. 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 videotape 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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|---|
| <i>Procedures to Ensure Confidentiality of Tapes and Transcripts</i> |
| 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. |

1. Prior to beginning any taping, you are to explain the parameters of taping as outlined in the consent form.
2. Keep in mind that if taping minors under the age of eighteen, parental consent is required on the taping form. Also, every group participant is required to sign a consent form if you decide to tape a group.
3. Take two copies of the consent form and please sign both copies and have the client sign both copies. One copy is for your file and one copy is for the client.
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.

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 | Counseling Theories | 3 |
| COUN 526 | Dynamics of Group Process | 3 |
| | (Prereq., COUN 520) | |
| COUN 561 | Psychological Aspects of Human Growth & Dev | 3 |
| COUN 571 | Counseling Theories | 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 |
| (EDFL 601, EDFL 602, Or EDFL 610) | |

COUNSELING CORE REQUIREMENTS

| | | |
|---------------------------|---|-----------------|
| COUN 675 | Internship in School Counseling | 3 |
| COUN 676 | Counselor Supervision & Theories | 3 |
| COUN 522 | Counseling Children (If not previously taken) | 3 |
| | | 12 |
| CONCENTRATION CORE | | |
| | Approved Counseling Electives | 18 |
| TOTAL HOURS | | 39 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 internships at the beginning of the semester prior to the intended enrollment semester. ***For Licensure Requirement (see www.mde.k12.ms.us/OEL 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.

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 two semesters of 300 hours of field experience. Students must complete a minimum of 120 hours of direct service 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 seminars.

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. Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at their sites. The opportunity to audio- or videotape 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.

7. Prior to beginning any taping, you are to explain the parameters of taping as outlined in the consent form.
8. Keep in mind that if taping minors under the age of eighteen, parental consent is required on the taping form. Also, every group participant is required to sign a consent form if you decide to tape a group.
9. Take two copies of the consent form and please sign both copies and have the client sign both copies. One copy is for your file and one copy is for the client.
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.

SPECIALIST IN EDUCATION
***Psychometry Concentration**
(Traditional/Online)

Admission Requirements

To enter this program, the student must have a completed Master’s Degree in Education, Psychology and/or Human Services granted by a regionally accredited institution of higher education.

| <u>EDUCATIONAL CORE COURSES</u> | <u>CREDIT HOURS (6)</u> | <u>SEMESTER HOURS</u> |
|---|----------------------------|-----------------------|
| EDFL 601 Advance Research and Statistics | | 3 _____ |
| EDFL 602 Comparative Education OR | | 3 _____ |
| EDFL 610 School Community Relations | | 3 _____ |
| | | |
| <u>COUNSELING CORE COURSES</u> | <u>HOURS REQUIRED (6)</u> | |
| COUN 514 Counseling Assessment and Evaluation OR | | 3 _____ |
| RHAB 523 Vocational Appraisal | | 3 _____ |
| COUN 517 Lifestyles and Career Development OR | | 3 _____ |
| RHAB 560 Psychological Aspects of Disability | | 3 _____ |
| | | |
| <u>CONCENTRATION CORE COURSES</u> | <u>HOURS REQUIRES (15)</u> | |
| COUN 527 Individual Testing I | | 3 _____ |
| COUN 627 Individual Testing II | | 3 _____ |
| COUN 660 Individual Testing III | | 3 _____ |
| COUN 606 Behavioral Assessments | | 3 _____ |
| COUN 611 Psychodiagnosis & Treatment | | 3 _____ |
| | | |
| <u>CLINICAL EXPERIENCE</u> | <u>HOURS REQUIRED (9)</u> | |
| COUN 528 Counseling Gifted | | 3 _____ |
| COUN 530 Foundations of Test Development | | 3 _____ |
| COUN 673 Practicum in Psychometry (150 hours) | | 3 _____ |

The Graduate Area Comprehensive Exam (GACE) is required for graduation as well as 150 hours of Clinical Experience to be completed in COUN 673

REVISED 1/2023

Mission Statement

The primary mission of the Jackson State University, Department of Counseling, Rehabilitation and Psychometric Services, 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.
- Possess a strong background in educational and psychological assessment, consultation techniques, and knowledge of special needs of students with exceptionalities.

PROFESSIONAL STUDENT 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 or Dr. Karen Linstrum, 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 Counseling, Rehabilitation and Psychometric Services. 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 CERTIFICATION

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 OF PROFESIONAL SERVICES

| | | | |
|------------------------|----------------|--|--|
| ACA | (800) 347-6647 | www.counseling.org | American Counseling Association |
| MCA | (888) 308-6222 | www.ms counselor.org | Mississippi Counseling Association |
| NBCC | (336) 547-0607 | www.nbcc.org | Nat'l Board for Certified Counselors |
| MS Board Counselors | (888) 860-7001 | www.lpc.ms.gov | MS Board for Licensed Professional |
| CRCC | (847) 944-1325 | www.crccertification.com | Commission on Rehabilitation Counseling Certification |
| MDE | (601)359-351 | www.mde.k12.ms.us | State Department of Education |

University Student Services

1. **BANNER** – www.jsums.edu
2. **H.T. Sampson Library**
Phone: (601) 979-4270
3. **Campus Police & Parking Decals**
Phone: (601) 979-2580
4. **ID Center**
Phone: (601) 979-2407
5. **Financial Services**

B.F. Roberts Hall, 1st Floor
Phone: (601) 979-2227

6. 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 students as they transition and seek assistance with building their critical thinking skills, managing relationships, and becoming more independent and confident.

7. Disability Services Center/ADA Compliance (DSC)

Phone: (601) 979-3704
JSU New Student Center, 2nd Floor, Room #2110

The Disability Services Center is committed to coordinating reasonable services and accommodations to our family members and other external constituents with disabilities.

8. Division of Graduate Studies

Administration Tower, 1st Floor
Phone: (601) 979-2455

9. Career Services Center

JSU Reddix Building, 1st Floor
Phone: (601) 979-2477

10. Bookstore

Jacksonstateshop.com
Phone: (601) 979-2754

The Mission of the Career Services Center is to provide career services in a supportive and initiative-taking 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 other various activities.

11. Registrar's Office

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

12. Veterans Center

Reddix Building, 1st Floor

Phone: (601) 979-1755

13. 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.

14. Any other professional behavior not in accordance with the departmental Ethical Conduct Policy and the ethical standards of the American Counseling Association and the standards of the Commission on Rehabilitation Counselor Certification and the Mississippi Educator Code of Conduct.

15. Writing Standards and Requirements should be addressed. There is a new APA Style Manual, 7th edition.

a. APA Style is mandatory for all assignments.

b. link to JSU Library.

c. Resources for the APA Style Manual, 7th edition

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

16. **The LPC Board Website:** <https://www.lpc.ms.gov>

Address for the Ms. Board of Examiners of Licensed Professional Counselors
239 North Lamar Street, Suite 402, Jackson, Ms. 39201
Office: 601 359 1010 Email info@lpc.ms.gov

17. **Mississippi Counseling Association (MCA)**

<https://mica.memberclicks.net>

P. O. box 353, Long Beach, Ms. 39560

Telephone: 228 669 501

APPENDICES

Department of Counseling, Rehabilitation and Psychometric Services

MATRICULATION CHECKLIST

| Activity | Date Completed |
|---|-----------------------|
| ➤ Enroll in a specific program of study in counseling | _____ |
| ➤ Meet with Advisor | _____ |
| ➤ Pass English Competency Exam | _____ |
| ➤ Meet with Advisor | _____ |
| ➤ Enroll in 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 _____

JACKSON STATE UNIVERSITY

College of Education and Human Development

Department of Counseling, Rehabilitation and Psychometric Services

Educator License Waiver Form

Name: _____

J Number: _____

Address: _____

City/State/Zip: _____

Email: _____ Phone #: _____

WAIVER

The School Counseling Program is CACPEP accredited and meets the educational requirements for licensure from the Mississippi Department of Education. However, it will be your responsibility to meet the other requirements as designated by the State Department to gain the licensure to practice as a school counselor. The requirement you must meet in addition to successful completion of the Master’s Degree in School Counseling includes the successful passing of the following exams:

- **CORE (Core Academic Skills for Educators)**
- **Praxis II (Specialty Area Test Professional School Counselor, 5421).**

I have read the statement above and my signature below affirms my understanding and agreement that enrollment in the school counseling program does not guarantee me the licensure to practice as a school counselor.

Signature: _____

Advisor Signature: _____

Department Chair Signature: _____

Date: _____

STUDENT INFORMATION AND TECHNOLOGY GUIDELINES

Canvas Help Desk- if you are unable to see the course content or have other questions regarding the course itself, please visit the [JSU Online Website](#), call the Canvas Help Desk at (601) 979-0245 during normal business hours, Monday through Friday, from 8:00 am to 5:00 pm CST, contact the Canvas Support Hotline 1-844-358-8765, 24/7, or click the Help button within Canvas for a list of other support options. Students are expected to complete the Distance Learning Online Student Orientation if they are enrolled within their first semester within the program.

CLASS ATTENDANCE POLICY

CLASS ATTENDANCE POLICY

Graduate students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that even with an official excuse or absence, they (students) are responsible for the work required during their absence.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Students must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face profound consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next unexcused absence

to the Dean of University College for freshmen and sophomores and to the School Dean and Department Chairs for juniors and seniors. The Dean/Chair or designee will council with the students and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counselor with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalent of six 50-minute sessions may lead to an “F” for the course. Students who do not maintain the grade point average required for retention over two semesters are suspended from the university.

According to the JSU Student Handbook, 2017-2018, “students at JSU must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that even with an official excuse of absence, they (students) are responsible for the work required during their absence. When, for any reason, students are absent from class, it is their responsibility to present to the instructor as soon as possible (and not later than five days from the date of absence) an official Request **for an Excused Absence**. (JSU Student Handbook, 2017-2018, p.36). The Office of the Vice President for Student Affairs is located on the third floor of the Union. The telephone number is (601) 979 2241.

STUDENT HANDBOOK 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 Counseling, Rehabilitation and Psychometric Services at Jackson State University. This handbook is the primary source of information for the Department of Counseling, Rehabilitation and Psychometric Services, 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 affect 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 Counseling, Rehabilitation and Psychometric Services will monitor both my academic progress and my professional ethical behavior. 1). Students enrolled on CMHC will comply with the ACA Code of Ethics (2014), 2). School Counseling students will comply with the ACA Code of Ethics (2014) along with the Mississippi Educator Code of Ethics, 3). Rehabilitation Counseling students will comply with the CRCC Code of Ethics, and 4). Psychometry students will comply with the Mississippi Educator Code of Ethics.

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 Counseling, Rehabilitation and Psychometric Services Office where it will be placed in your student folder.

Faculty Advisor Signature

Date

Glossary of Key Terms

1 **Conditional Admit:** When a student is admitted into the program who has at least a 2.8 cumulative GPA, but not a 3.0. These students will stay on a Conditional Status until they receive at least a 3.0 cumulative GPA in the program

2 **Benchmarking Process:** The process where the Faculty reviews the academic progress of each of its Master's level program students, according to their matriculation

3 **Dismissal:** When a student is dismissed from the program due to either a failed remediation process, inadequate academic performance, or a behavior problem that is contrary to the latest CACREP standards

4 **Matriculation:** The process by which a student progresses through their respective program towards completion and graduation

5 **Regular Admit:** When a student is admitted regularly based their 3.0 or above cumulative GPA within their Undergraduate studies

6 **Remediation:** When a student has exhibited low academic performance and achievement and needs an improvement or academic enhancement plan (AEP) in order to achieve satisfactory academic performance

7 **Retention**: Once a student is admitted unto an academic program, retention means that they have successfully progressed through their respective program towards completion and ultimately graduation

8 **Transfer Credit**: When a student has taken a course in another graduate program that is the same course with the same content of one of our existing program courses, with at least a “B” or better, then upon Faculty approval, up to nine (9) course credits can be transferred into their new program