# TABLE OF CONTENTS

Description and Program Summary ........................................................................ 3  
Mission Statement ............................................................................................... 3  
Program Goals .................................................................................................... 4  
Program Objectives ........................................................................................... 4  
Professional Dispositions .................................................................................. 5  
Curriculum for Master’s Degree ........................................................................ 6  
Plan of Study ...................................................................................................... 6  
Memo of Understanding ..................................................................................... 6  
Clinical Studies .................................................................................................. 7  
  Practicum ......................................................................................................... 7  
  Internship ....................................................................................................... 8  
Course Loads ...................................................................................................... 9  
Recommended Sequence of Courses ................................................................. 9  
Liability Insurance and ACA Membership ....................................................... 11  
Fingerprinting and Drug Screening Test .......................................................... 11  
Advisor ............................................................................................................ 11  
Academic Performance ..................................................................................... 11  
Taskstream Subscription ................................................................................... 12  
Bloom’s Taxonomy ............................................................................................. 14  
Grade Point Average and Grades ..................................................................... 15  
Academic Probation ........................................................................................... 15  
Evaluation and Retention of Students .............................................................. 15  
  1. Problem Identification Meeting ................................................................. 15  
  2. Recurring or Critical Problems ................................................................. 16  
  3. Insufficient Progress, Withdrawal, Advising ............................................. 16  
  4. Due Process Procedures ........................................................................... 16  
Appeals Procedure ......................................................................................... 17  
Admission to Candidacy .................................................................................. 17  
Selection of a Faculty Committee .................................................................... 17  
Culminating Requirements .............................................................................. 17  
Policy for Comprehensive Examinations ......................................................... 17  
Praxis Examination .......................................................................................... 18  
The National Counseling Examination (NCE) ............................................... 18  
Policy on Endorsements .................................................................................. 19  
Professional Organizations ............................................................................. 19  
Diversity Policy ................................................................................................ 19  
Fellowships ..................................................................................................... 19  
Other Sources of Information ....................................................................... 20  
Facilities Available in Claxton Complex and Bailey Education Complex ........ 20  
Appendix A Plan of Study ................................................................................. 21  
Appendix B Memo of Program Expectations ................................................... 22  
Appendix C Authorization for Criminal Background ........................................ 23  
Appendix D Fieldwork Experience for School Counseling Students ............... 29  
Appendix E Checklist for Program Requirements ............................................. 35
Congratulations on choosing the University of Tennessee as the institution you have selected to continue your education. There are two CACREP-accredited master’s degree counseling programs within the Department of Educational Psychology and Counseling: Clinical Mental Health Counseling and School Counseling. You will find outstanding counselor educators who will be working with you to fully prepare you for the profession of school counseling. The school counseling curriculum is designed to prepare you to perform as a professional school counselor in grades preK-12.

It is up to you to take advantage of the opportunities that the program has to offer. Your classroom experiences will be enriched as you interact with students from each of the counseling and department specialty areas. This is your opportunity to take advantage of the many classroom experiences designed to help you gain the knowledge, attitude, and skills successful, competent school counselors possess.

**Description and Program Summary**

The School Counseling Program focuses on the development of competencies for individuals training for the profession of school counseling in the 21st century.

The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and fulfills the licensure requirements for preK-12 school counseling in Tennessee and in most other states. The master’s program requires a minimum of 60 hours, and focuses on the development of competencies for those working in school counseling settings.

**Mission Statement**

The mission of the University of Tennessee Master of Science School Counselor program is to equip graduate students from diverse backgrounds with the competencies to excel as pre K - 12 licensed professional school counselors in comprehensive, developmental school counseling programs.

The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession, to continue professional growth, and to be advocates for the students with whom they will work. Due to the rigorous standards and expectations established by the faculty, school counselor trainees will successfully complete the PRAXIS: Professional School Counselor exam and meet credentialing standards of most states as a school counselor.

The School Counseling Program at the University of Tennessee, Knoxville, requires 60 semester hours, which focuses on the development of competencies for those working in school counseling settings. The Master’s Degree in School Counseling provides a program of study that prepares students for school counseling in today’s society. The Master’s program fulfills the licensure requirements for pre K-12 school counseling in Tennessee and in most other states. More specifically, the program is designed to develop school counselor trainees’ ability to organize and provide leadership in a comprehensive, developmental school counseling program appropriate to the needs of their schools, to become competent in
individual and group counseling, to develop skills for effective consultation and collaboration, and to serve as student advocates.

Program Goals

Goals for the M.S. program in School Counseling are based on Council for the Accreditation of Counseling and Related Education Programs (CACREP), American School Counselor Association Standards (ASCA), and the Tennessee School Counseling and Career Guidance Framework. Specific goals are to prepare students in:

* Professional Identity
  * Knowledge, Skills, and Practice in the Foundations of School Counseling;
  * School Counseling Specific Domains; and
  * Clinical instruction

Program Objectives

School Counseling Graduate Students will:

* Graduates will have foundation knowledge necessary for success as professional counselors
* Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
* Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
* Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
* Graduates 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.

Counselor Education Faculty will:

* provide training and education for masters’ and specialist degree seeking students to be preK-12 professional school counselors in private or public schools.
* make available a comprehensive understanding and an opportunity to develop and practice a wide variety of counseling theories and techniques.
* provide opportunities that facilitate the development of professional leaders who counsel, collaborate, advocate, and consult with students, parents, educators, and members of the local community.
* instruct students with a model for promoting social consciousness with a commitment to a pluralistic society.
* instruct students in creating, implementing, and evaluating a developmental school counseling program based on the ASCA National Model ®

* provide an opportunity to understand current issues in school counseling as they relate to the ever changing school environment.

**Professional Dispositions**

A disposition is an embedded personality trait that is displayed in a person’s temperament continuously over time. School counselor trainees are expected to behave professionally, as described in the dispositions, both within and outside the classroom. It is the responsibility of the counselor education faculty to monitor and provide feedback to students who display characteristics that may adversely influence their effectiveness as a school counselor, and to identify strategies for rectifying these behaviors. The program faculty has identified the following personal dispositions as those that are desired by counselors for personal and professional success, and each student will be provided opportunities to self-reflect and demonstrate each of these traits. The acronym CORIS (pronounced ‘chorus’) may help you remember these dispositions.

**Commitment**
- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Collaboration
- Interpersonal competence

**Openness**
- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication

**Respect**
- Perceives and honors diversity
- Self-care
- Wellness

**Integrity**
- Personal responsibility
- Personal integrity
- Courage
- Congruence

**Self-awareness**
- Integrity
- Humility
- Self-reflection/exploration
- Place in History
- Personal maturity
- Honesty
### Curriculum for Master’s Degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 480</td>
<td>Counseling and Interviewing Skills</td>
<td>3</td>
</tr>
<tr>
<td>COUN 535</td>
<td>Ethical, Legal, and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EP 550</td>
<td>Statistics and Research Design: Conceptual</td>
<td>3</td>
</tr>
<tr>
<td>COUN 525</td>
<td>Formal Measurement in Education and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 550</td>
<td>Foundations in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 551</td>
<td>Theory and Practice of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 552</td>
<td>Career Development: Vocational Theory, Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUN 545</td>
<td>Critical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 554</td>
<td>Group Dynamics and Methods</td>
<td>3</td>
</tr>
<tr>
<td>COUN 555</td>
<td>Practicum in Counseling (Prerequisites: admission to Program, 480, 535, 551, 554)</td>
<td>3</td>
</tr>
<tr>
<td>COUN* 558</td>
<td>Internship in School Counseling</td>
<td>6</td>
</tr>
<tr>
<td>COUN 570</td>
<td>Cross-Cultural Counseling: Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>SP ED** 570</td>
<td>Psychology of the Exceptioned Child</td>
<td>3</td>
</tr>
<tr>
<td>SP ED 556</td>
<td>Methods of Teaching Students…</td>
<td>3</td>
</tr>
<tr>
<td>SCHP 690</td>
<td>Psychopathology in School and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>COUN 504</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** 9/12

* Internship is typically taken over two semesters
** This course is a requirement for students who do not have a background in education—all others will take an additional elective

**Total = 60 semester hours**

### Plan of Study

In order to more effectively plan your program of study, meet with your advisor to discuss your plans for completing the program and to assist with course selection. The *Plan of Study* form should be completed during your first semester of enrollment, and is found in Appendix A.

### Memo of Understanding

As you make your course selections, consider your own personal obligations that may impact your educational and professional development. The faculty is available to provide suggestions and information to assist you in choosing your course of study, and **you are required to make an appointment with your faculty advisor during the first six weeks of the program in order to plan your program of study**. A statement of expectations is found in Appendix B for you to read and sign to indicate your understanding of the importance of advising and careful course selection.
Clinical Studies

Some courses within the School Counseling program require you to work in a school to fulfill course requirements. It is possible for you to use this opportunity to develop areas of interest, and to work with students and faculty in different school settings. **School counseling students are to choose at least two out of three settings for the clinical experiences (e.g. elementary, middle, or high school).**

**Practicum:**
You must take at least one practicum course (COUN 555). Prerequisites for practicum include: COUN 535, 480, 551, and 554. COUN 554 (group dynamics) may be taking as a co-requisite. The practicum course requires the completion of actual individual and group counseling sessions to develop an expertise in counseling theory and strategies. This experience usually requires the student to spend the equivalent of 1 day per week on site.

In order to register for Practicum, each student must be formally admitted to the department as a degree-seeking candidate and must have taken classes for at least one semester after formal acceptance into the program. An unclassified or non-degree seeking student may not register for this course. To register for Practicum, each student must complete and turn in the Practicum application during the semester prior to the term in which Practicum is desired. Applications are due October 1st and March 1st.

Each student will receive a Practicum Handbook that will assist in planning, documenting, and evaluating practicum experiences. Students will receive a supervisor’s manual to provide to their site supervisor.

Most of the counseling sessions conducted in practicum will be audio and/or videotaped. The student is required to have 100 contact hours of which 40 are direct counseling experiences.

Students will be supervised a minimum of one (1) hour each week by either the course instructor or a doctoral-level student who will also be under the supervision of a faculty member in addition to a class that will meet a minimum of 1 1/2 hours each week.

Preferences for practicum sites should be compatible with your future goals and be selected in consultation with your advisor/or placement coordinator. A contract for the practicum experience is prepared and agreed upon by the site supervisor, the faculty supervisors, and you prior to the placement. Such plans identify practicum objectives, describe appropriate experiences for the achievement of the objectives, and outline an evaluation plan for determining the achievement of each objective.

At the start of practicum, you will also be required to complete the Fieldwork Experience for School Counseling Students. This is a Tennessee-state required experience that helps students learn about how public schools work. The experience adds approximately 20 hours to your practicum experience. The Fieldwork checklist can be found in Appendix D.
**Internship:**

The internship has the basic characteristics that allow you to demonstrate skill proficiencies acquired during coursework and practicum, and to acquire additional knowledge and skills most appropriately gained through supervision in appropriate school settings. The internship experience is characterized in the following manner:

1. It is offered in school settings serving children from kindergarten through high school.
2. Individual supervision and responsibility for the student typically rests with the on-site supervisor, and faculty or doctoral students in counselor education.
3. The experience is offered for academic credit.
4. The experience occurs after the successful completion of practicum.
5. The experience is broader than the practicum experience and allows the intern to be exposed to cases, situations, etc., that are considered representative of the role and function of a professional school counselor.
6. The experience usually occurs on a full-time basis for a pre-determined period of time or on a half-time basis over a longer period.
7. On-campus coursework is reduced in proportion to the demands of the internship experience.

The 1-semester internship: “Immersion Experience”

**Unique benefits:**
- Experience 1-semester as a full-time junior professional
- Follow students on a daily basis
- Follow crises on a daily basis
- Engage with supervision, teachers, administrators, and students on a daily basis to establish working relationships and interact in a timely, in the moment manner
- Develop materials, forms, lessons that would not otherwise occur – things that the counselor does not have time for during her/his day
- Opportunities for on-going informal supervision
- More time the engage in multiple facets of skill development
- Avoid the “Oh, that happened on Monday” syndrome – missing major events in the school life and student life

The 2-semester internship: “Developmental Experience”

**Unique Benefits:**
- Experience a school on a year-long basis
- Possibility of multiple supervisors in internship
- Possible experiences at elementary, middle, and high school (including practicum), which can increase your marketability
- Experience supervised professional and personal growth over a longer period of time
- Opportunity for two semesters of group supervision
- More opportunities to reflect on and process experiences
- Able to maintain part-time employment outside of school
- Opportunity to integrate current coursework into internship experience
Preferences for internship sites should be compatible with your future goals and selected in consultation with your advisor/placement coordinator. A contract for the internship experience is prepared and agreed upon by the site supervisor, the faculty supervisors, and you prior to the placement. Such plans identify internship objectives, describe appropriate experiences for the achievement of the objectives, and outline an evaluation plan for determining the achievement of each objective.

In order to register for Internship, a student must be a degree candidate; unclassified students may not register for this course. In addition, all students enrolling in Internship (COUN 558) must first have completed Practicum (COUN 555). To register for internship you must complete and turn in the internship application to the department secretary during the semester prior to the term in which the internship is desired. Applications are due October 1st and March 1st.

Each student will receive an internship handbook. This handbook will assist you in planning, documenting, and evaluating internship experiences. In addition, students will receive a supervisor’s manual to give to their site supervisor.

**Course Loads**

The maximum course load for a graduate student is 15 hours. For the summer term graduate students may register for a maximum of 12 semester hours for an entire summer term.

We recommend no more than 12 credit hours in any semester and recommend cutting back to six-nine credit hours during your internship semester(s). In addition, we recommend caution when selecting the number of credit hours for summer term. Taking too many courses during summer term makes it difficult to fully process the information you are learning.

**Recommended Sequence of Courses**

**Fall**
- COUN 480 Skills for Counseling
- COUN 535 Orientation to Counseling and Ethics
- COUN 551 Theory and Practice of Counseling
- COUN 554 Group Dynamics and Methods

**Spring**
- COUN 555 Practicum in Counseling
- COUN 545 Critical Issues in Counseling
- COUN 550 Foundations in School Counseling
- SPED 570 Psychology of the Exceptional Child (not needed if you have an education degree)

**First Summer**
- COUN 504 Child and Adolescent Counseling
  OR
- SCHP 690 Psychopathology in School and Mental Health
- COUN 525 Formal Measurement in Education and Counseling
- ELECTIVE
Second Year

Fall
COUN 552  Career Development
COUN 558  Internship in School Counseling (3 credits)
COUN 570  Cross-Cultural Counseling

Spring
COUN 558  Internship in School Counseling (3 credits)
SPED 556  Classroom Management
EDPY 550  Applied Statistical Concepts

Second Summer
COUN 504  Child and Adolescent Counseling
OR
SCHP 690  Psychopathology in School and Mental Health
ELECTIVE
ELECTIVE

SUMMER COURSE OPTIONS (Typically)
EDPY 550  Applied Statistical Concepts
COUN 525  Formal Measurement in Education and Counseling
COUN 562  Child Centered Play Therapy (alternating years)
SCHP 690  Psychopathology in School and Mental Health
COUN 540  Psychopharmacology (alternating years)
COUN 563  Crisis Intervention for Counselors (alternating years)
COUN 504  Human Sexuality (alternating years)
COUN 504  Child and Adolescent Counseling (alternating years)

Please note: Course sequence is determined by choosing a one- or two-semester internship experience. Please discuss these options with your advisor no later than the sixth (6th) week of fall semester.

Please note: Taking additional summer courses will lessen your course load during your internship experience. We recommend no more than three (3) summer courses in order to have time to process your summer class experiences.

Semester Classes Typically Offered (not guaranteed)
COUN 480: F/Sp/Su  COUN 554: F  COUN 550: Fa
COUN 525: Sp/Su  COUN 555: F/Sp  SPED 570: Sp
COUN 551: F  COUN 545: Sp  SPED 556: Sp
COUN 552: F  COUN 570: F
Liability Insurance and American Counseling Association Membership

The University of Tennessee Counselor Education faculty values our identity as professional counselors and hope that all graduate students enrolled in our counseling programs (doctoral and master’s level) embrace this professional identity as well. In order to assist with identity development, we require all students to become members of the American Counseling Association (ACA) throughout their enrollment in their respective programs for the first year of study. After the first year students may choose to belong to ACA and/or the American School Counselor Association (ASCA), which also offers insurance as a benefit of membership.

ACA offers a wide variety of services for graduate students in counseling. As stated on the ACA website, “student membership in ACA opens doors to lifelong resources and benefits, including offering career development services and access to select counseling jobs, helping develop and expand skills, providing resources for research, and offering professional networking opportunities.” In addition, publications such as the Journal of Counseling and Development and Counseling Today provide current and innovative research and information geared toward counseling practitioners. Student members also receive liability insurance for no additional cost. This insurance is a requirement for all counseling students enrolled in counseling programs at UT.

We believe that joining the American Counseling Association helps start students on a journey toward developing a professional counseling identity. Its many benefits and uses make the yearly cost worthwhile. Go to www.counseling.org and join ACA. Do this no later than the first Monday in September and provide your program secretary with proof of membership. We also believe that as you learn about counselor identity

Go to http://www.schoolcounselor.org/ to join ASCA.

Fingerprinting and Drug Screening Test

Tennessee state law requires all graduate students who work in direct contact with K-12 students in schools are required to complete a fingerprinting and drug screening test. No student will be able to begin the program without verification of completing and passing these requirements. See Appendix C for instructions.

Advisor

You will be assigned an advisor when first admitted to a program. You will receive information shortly after entering the program regarding the person who will serve in this role.

Academic Performance

Throughout the program students are expected to demonstrate their mastery of knowledge and skills. Acquisition of knowledge may be demonstrated at a lower level where information is simply repeated, or displayed at a higher level where a greater understanding of the information is shown. Bloom’s Taxonomy is an example of various levels of
cognition that will be part evaluation within classes and the comprehensive examination. A graph of the various levels of knowledge within the taxonomy is below.

**Taskstream Subscription**

**Overview**

The UT Counselor Education Programs utilize Taskstream, an assessment management system, to support student progress and meet CACREP to support student progress and meet CACREP accreditation requirements for program evaluation. Taskstream will serve as a unified home for all practicum and internship documentation, comprehensive examination results, annual progress reviews, and a few other assessments of your progress in the program.

Students must purchase and activate Taskstream accounts at the beginning of their programs of study. Throughout the program, students will be required to upload documents to Taskstream, and the program faculty will provide feedback on progress. The following chart includes a summary of ways in which you will use Taskstream throughout your program.

<table>
<thead>
<tr>
<th>Area</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of Course Evaluations</strong></td>
<td>MS Students Only: at the end of certain core counseling courses, you will upload evidence of your learning to Taskstream. Your faculty instructor will respond with a rubric in which s/he documents your overall learning on learning outcomes for the course.</td>
</tr>
<tr>
<td><strong>Practicum and Internship</strong></td>
<td>Practicum and Internship require a great deal of documentation. All documents associated with these experiences will be housed in Taskstream. At the beginning of the semester, you will upload liability insurance, ethics pledge, and internship contracts. At midterm, you will provide a copy of your site supervisor’s evaluation, and your instructor will enter your midterm evaluation. At final, you will repeat this process. You will also upload a summary of hours earned, reflections/assignments required by your instructor, and a field placement evaluation.</td>
</tr>
<tr>
<td><strong>Comprehensive Examinations</strong></td>
<td>After you complete your comprehensive examination, the faculty will upload final rubrics and examination feedback.</td>
</tr>
<tr>
<td><strong>Annual Updates/Reviews</strong></td>
<td>Each year, the faculty conducts a formal review of each student’s progress in academic, clinical, and CORIS domains. We will document your feedback here. Doctoral students will initiate this review by completing annual updates within Taskstream.</td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>PHD Students Only: You will provide a final copy of your dissertation.</td>
</tr>
</tbody>
</table>
Activating Subscriptions

There are two steps to setting up your Taskstream account. First, you will purchase a general account. Then, you will help Taskstream associate you with your specific program.

**Step 1: Purchase Taskstream**

Go to [www.taskstream.com](http://www.taskstream.com)

Click “create/renew account” (top menu bar)

Click “create a new Taskstream subscription”

Select “Option 1: Credit card purchase”

Select “college/university program that requires Taskstream”

Select “Tennessee” → “College/University” → “University of Tennessee – Knoxville” → “College of Education” → “Counselor Education”

Choose the subscription rate that best applies to you. You will have substantial savings if you conceptualize the cost as you would a textbook and purchase to last throughout the remainder of your program. If you purchase a shorter duration than you need, you will have the opportunity to renew your subscription at a later time.

Enter requested details and proceed to payment

**Step 2: Self-Enroll in Your Program(s)**

Login to your taskstream account ([www.taskstream.com](http://www.taskstream.com))

Find the Self-Enrollment Area

Click “Enter Code”

Enter the code for your primary program:

- CMHC2016  Clinical Mental Health Counseling
- SC2016   School Counseling
- CE2016   Counselor Education Doctoral Program

Click the enroll button

If you are in the dual program, repeat this process using DUAL2016 as your code. You can do this at any time during your subscription.

Using Taskstream

You should be aware of three primary terms when using Taskstream

- **Author** – this is Taskstream for Student. This is YOU
- **Evaluator** – this is Taskstream for faculty member or rater
- **DRF** – this stands for Directed Response Folio. This is the area template you will use to submit your work. It has placeholders for nearly all program requirements.

You can use the Taskstream [Quick-Start Guide for Authors](http://www.taskstream.com) and [Author FAQs](http://www.taskstream.com) to learn how to upload your work and view feedback within Taskstream.
**Bloom’s Taxonomy**

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Skills Demonstrated</th>
</tr>
</thead>
</table>
| **Remember** | • Recall facts and basic concepts  
• *Question Cues*: define, duplicate, list, memorize, repeat, state  
• *Action words*: recognize, recall |
| **Understand** | • Explain ideas or concepts  
• *Question Cues*: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate  
• *Action words*: interpret, exemplify, classify, summarize, infer, compare, explain |
| **Apply** | • Use information in new situations  
• *Questions Cues*: execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch  
• *Action words*: execute, implement |
| **Analyze** | • Draw connections among ideas  
• *Question Cues*: differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test  
• *Action words*: differentiate, organize, attribute |
| **Evaluate** | • Justify a stand or decision  
• *Question Cues*: appraise, argue, defend, judge, select, support, value, critique  
• *Action words*: check, critique |
| **Create** | • Produce new or original work  
• *Question Cues*: design, assemble, construct, conjecture, develop, formulate, author, investigate  
• *Action words*: generate, plan, produce |

Grade Point Average and Grades

A cumulative grade point average of 3.0 is required on all graduate coursework taken at the University of Tennessee, Knoxville to remain in good standing and to receive a graduate degree.

Graduate course grades are primarily intended to serve as useful feedback about the quality of performance in relation to the instructor’s expectations. Unless absolutely necessary, try to avoid requesting a grade of “incomplete” in a course. Multiple “incompletes” could jeopardize continuation in the program. All too often, an assignment is delayed until it is no longer educationally meaningful and becomes difficult to complete. If unanticipated circumstances arise that necessitate an extension of the deadline, students are expected to consult with the course instructor to determine the terms for the removal of the “I”, including the time limit for removal. If the “I” is not removed within one calendar year, the grade will be changed to an F.

Academic Probation

Upon completion of nine hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester’s GPA is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status. Once placed on academic probation, and the student’s grades in the subsequent semester falls below a 3.0, the Dean of Graduate Studies will terminate the student’s status.

Evaluation and Retention of Students

In agreement with the ethical guidelines of the American Counseling Association, the Counselor Education faculty has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and self-awareness.

Prior to the end of each academic semester, faculty members meet in order to evaluate each student’s progress in academic work, teaching, supervision and counseling skills, and intrapersonal/interpersonal effectiveness (based on professional dispositions). Those students assessed as having difficulty will receive written and oral feedback concerning their progress from their advisor. All written feedback is placed in the student’s central file, including student responses to feedback received. Students who are identified as having deficiencies in one or more of the three areas evaluated are provided the following assistance in order to improve their performance:

1. **Problem Identification Meeting**
   The advisor meets with the student and gives specific examples of the difficulties, which have been identified by the faculty. The student and the advisor then discuss minimal change expectations and procedures. A decision is made at this time as to
the seriousness of the problem, and if it is recurring. Steps for resolution are recommended and both parties agree upon a time frame for remediation. A contract is written at this time and is signed by the students and the advisor, with the understanding that the faculty at their next meeting will review the student’s progress.

2. **Recurring or Critical Problems**

   If the situation is a continuing one, or is critical, a team of faculty members may be appointed by the program coordinator to meet with the student. The concerns are delineated in writing and given to the student prior to this meeting. During this meeting, the student is given specific information about the particular problem, the steps needed for solution, and the time frame allowed prior to determining if further action must be considered. A contract clearly stating areas which need to be improved, and the methods and time frame needed for improvement, is written and signed by the student and the involved faculty members. A copy of this agreement is given to the student and the original is placed in the student’s central file.

3. **Insufficient Progress, Withdrawal, Advising**

   If the student does not make expeditious progress toward resolution of the identified problem(s), and if the faculty agrees that the student will not be able to successfully achieve the academic, teaching, supervision, counseling, and/or intrapersonal/interpersonal effectiveness objectives of the program, then recommendation for withdrawal of the student from the program is considered. If this decision is made by vote of the counselor education faculty, it is then forwarded to the department head. Academic and vocational advising will be offered to the student.

4. **Due Process Procedures**

   Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the Counselor Education faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process, as detailed in the student handbook, *Hilltopics*. The Counselor Education Program faculty believe that the stated procedures are in accord with the accepted educational practices and guidelines of the American Counseling Association Ethical Standards. Faculty members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. Faculty members must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.
Appeals Procedure

Normally, grievances are handled at the departmental level through the student’s academic advisor or the department or program head. Further appeal may be made to the dean of the respective college, the Dean of Graduate Studies, the Graduate Council, and ultimately to the Chancellor.

The Graduate Council hears appeals concerning the interpretation of and adherence to university, college and department policies and procedures. The Council does not review grievances concerning grades, which are reviewed at the department or college level. Grades are appealed first to the faculty member and then, if necessary to the department head and dean of the college.

Admission to Candidacy

All students will need to obtain an Admission to Candidacy form in the semester prior to anticipated graduation.

Admission to candidacy indicates that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. The student’s committee must sign the Admission to Candidacy form and all courses to be used for the degree must be listed, including transfer coursework. The student must submit this form to the Office of the University Registrar no later than the last day of classes of the semester preceding the semester in which he/she plans to graduate. The Admission to Candidacy form can be downloaded at: [http://web.utk.edu/~gsinfo/acforms.htm](http://web.utk.edu/~gsinfo/acforms.htm)

To be certain that all of the requirements for the degree have been accomplished a checklist for counseling students is in Appendix E.

Selection of a Faculty Committee

M.S. students must select a committee of three faculty members to sign off on their graduation paperwork. All School Counseling students have the following committee members: Pam Brott, Major Professor; Laura Wheat; and Melinda Gibbons. Please make sure that your graduation application is signed by these three faculty.

Culminating Requirements

Upon graduating from the program, each student is required to take a comprehensive final examination over the entire curriculum.

Policy for Comprehensive Examinations

Every school counseling and mental health counseling student must take a proctored examination prior to graduation. The exams cover all core curricular areas. Therefore students need to complete core courses prior to or during the academic year semester of their comprehensive exams. The following information outlines the comprehensive examination policy.
• All students must complete an application form for the exam the semester prior to their final semester of classes.
• **Students must be in their last semester of classes in order to take the comprehensive examination.**
• The master’s examination are a proctored examination.
• The examination covers the following areas of study: Professional identity, professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation, along with site-specific content. Questions ask students to integrate information from two or more areas.
• All mental health students and school counseling students take the same examination.
• The examination is 3 hours in length and consists of three questions.
• One faculty member proctors the examination.
• A team of counselor education faculty constructs the examinations.
• Three counselor education faculty score each response from the examinations; these are done in a blind review, where no identifying information is provided with the student response.
• Comprehensive examination scores are Fail or Pass.
• If a student fails only one question on the initial examination, the student may take an oral examination as an extension of the comprehensive examination. Two to three counselor education faculty members give the oral examination; the oral examination covers the content of the failed question. If the student fails the oral examination, the student must re-take this question during the comprehensive examination time period the following semester.
• If a student fails more than one question, the student must take the comprehensive examination the following semester. That examination consists of the questions that the student failed on the initial examination. According to the Graduate Catalogue, “In case of failure, the candidate may not apply for reexamination until the following semester. The results of the second examination are final.” ([http://diglib.lib.utk.edu/dlc/catalog/index.html](http://diglib.lib.utk.edu/dlc/catalog/index.html))
  
To be eligible to retake the comprehensive examination, at a minimum students must register for COUN 502 during the semester the comprehensive is retaken.

• Each semester the faculty meets with interested students to discuss the comprehensive examination and to provide guidelines on how to study for the examination.

**Praxis: Professional School Counselor Examination**

In order to receive licensure as a school counselor in the state of Tennessee, students must take and satisfactorily complete the Praxis examination. Apply on-line at [http://www.ets.org/praxis](http://www.ets.org/praxis)

**The National Counseling Examination (NCE)**

Students may choose to take the NCE, a national examination used by the National Board of Certified Counselors. The purpose of the examination is to assess knowledge, skills, and abilities for providing counseling services. However, this is not a program requirement.
Policy on Endorsements

The faculty of the School Counseling program adheres to a policy of formal endorsement of students completing programs for professional credentials who have met the following conditions.

1. Duly admitted to the Graduate School and the department.
2. Evidence of demonstrated proficiency in the credentialing area for which the endorsement is sought.
3. Completion of the appropriate coursework for the desired credential.
5. Completed form from the licensure office located at BEC 332

Professional Organizations

Students are encouraged to apply for student memberships in the appropriate professional groups for their field of study. Students are required to join The American Counseling Association (ACA) during the 1st year of study, and both ACA and American School Counselor Association (ASCA) are recommended during the 2nd year in the program.

In addition, the Tennessee Counseling Association (TCA), the Tennessee School Counselor Association (TSCA), and the Smoky Mountain Counseling Association (SMCA) are state and regional counseling associations that you are encouraged to join.

Chi Sigma Iota (CSI), Upsilon Theta Chapter, is an honorary counseling society for students. Membership entails opportunities for grants and scholarships. To join students must have been accepted into a counseling program at the University of Tennessee, have a 3.5 GPA, and completed one semester of coursework. Grants and scholarships are available through this organization.

Diversity Policy

The Counselor Education program at the University of Tennessee adheres to the policy of recruiting students representing a wide diversity of cultures. The Department works with the University’s International House’s Center for International Education and the Black Cultural Center in recruiting students. Our students often work as assistants within these two centers. Our website also helps our diversity recruitment by making program information available internationally.

Fellowships

Each year two/three fellowships are available for school counseling students. The faculty nominates current students who have shown outstanding achievement, or students who are entering the program who have previously demonstrated potential through achievements. The scholarships are:

- Charles Lowell Thompson Fellowship: $1000.00 (alternating years)
- Helen Carter Murray Fellowship: $500.00 (amount varies)
- Eugene & Mary Sue Akin Fellowship: $500.00 (amount varies)
Other Sources of Information

You will have a “mailbox” (folder) located in the filing cabinet in which mail, announcements, etc., are placed. The mailboxes are located in Ms. Joy Duvoisin’s office, 421 Claxton Complex. All graduate students are expected to have a UTK e-mail address, to inform the department of current address and phone number, and to update the department about any changes.

The bulletin boards within the hallway outside the department and faculty offices are invaluable sources of information as to workshops, publications, meetings, course offerings, and employment opportunities.

Facilities Available in Claxton Complex (CC) and Bailey Education Complex (BEC)

Some of the miscellaneous facilities available in Claxton are:

(a) On the fourth floor of Claxton Complex (Room 424) is an Instructional Services Center where audiovisual equipment, such as tape and video recorders and movie and film projectors, may be checked out overnight and some for longer periods. Computers are also available. It also includes a coin-operated copy machine available for student use. See the ISC website at: [http://www.coe.utk.edu/isc](http://www.coe.utk.edu/isc) for more information.

(b) Rooms in Claxton Addition may be reserved for committee meetings through the Dean’s office (CC 335, phone # 865-974-0818).

(c) Computer labs are available on the ground floor and 401 BEC. Check with the ISC for open lab times.

(d) The Curriculum Lab in BEC 445 contains several journals and books on library reserve for use by students and faculty. There materials also include the DSM IV TR Manual and The APA style manual.
Appendix A

PLAN OF STUDY

Date Submitted: _______________________

Last Name: ___________________ First Name: _________________ MI: ______

Address: ____________________________________________

City State, Zip

Major_____________________________ Concentration_____________________

List all graduate courses to be counted toward the degree. Include both completed and planned:

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<th>Course Title</th>
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Expected Date of Graduation _____________________________

Please keep all updated information on file.
Appendix B
Memo of Program Expectations

The school counseling faculty is committed to providing quality training and opportunities to facilitate your growth in becoming an excellent professional. The courses in the curriculum are to be taken with thoughtful, purposeful reflection and application while you are a student in the program. Therefore, it is our recommendation that you limit the number of classes you take each semester, particularly during the clinical experiences of practicum and internship. We realize that life events are difficult to anticipate, and we recognize that course selections may need to be altered due to potential situations that may occur.

As you make your course selections, consider your own personal obligations that may impact your educational and professional development. The faculty is available to provide suggestions and information to assist you in choosing your course of study, and you are required to make an appointment with your faculty advisor during the first six weeks of the program in order to plan your program of study.

If you decide to make changes in your program, we hope that you will do so carefully and after discussing your options with your program advisor. To help you decide as to whether to take a one or a two-semester internship, we are providing a list that outlines the considerations in choosing a one-semester vs. a two-semester internship.

Furthermore, school counselor trainees are expected to behave professionally both within and outside the classroom. It is the responsibility of the counselor education faculty to monitor and provide feedback to students who display characteristics that may adversely influence their effectiveness as a school counselor, and to identify strategies for rectifying these behaviors. The program faculty has identified the following professional dispositions as those that are desired by counselors for personal and professional success, and each student will be provided opportunities to self-reflect and demonstrate each of these traits.

**Commitment**
- Investment
- Counselor identity
- Advocacy
- Professional excellence
- Civic engagement
- Collaboration
- Interpersonal competence

**Openness**
- Openness to ideas, learning, and change
- Openness to give and receive feedback
- Openness to growth
- Self-development
- Openness to others
- Understand micro/macro perspective
- Interpersonal communication

**Respect**
- Perceives and honors diversity
- Self-care
- Wellness

**Integrity**
- Personal responsibility
- Personal integrity
- Courage
- Congruence

**Self-awareness**
- Integrity
- Humility
- Self-reflection/exploration
- Place in History
- Personal maturity
- Honesty

I understand the importance of making course selections that will provide the opportunity to apply and understand how classroom constructs integrate with theoretical constructs and authentic experiences. In addition, I am aware of the importance of displaying dispositions and understand that part of my educational experience will be to display the dispositions that have been identified in the program.

I am aware that I am responsible for making an appointment with my program advisor within the first six weeks of the fall semester to plan my program of study.

___________________________________________________________________________ Signature  _____________________________ Date
Appendix C

AUTHORIZATION TO RELEASE INVESTIGATIVE AND CRIMINAL BACKGROUND RECORDS

I hereby authorize the Tennessee Bureau of Investigation to conduct a criminal history records check on me.

I further authorize the Tennessee Bureau of Investigation to release to the University of Tennessee the results of any criminal history records check.

I understand the results of such investigations and/or background checks may affect my acceptance into teacher training programs or other programs requiring the background check at The University of Tennessee.

_________________________________  ________________________
Full Name                           Social Security Number

_________________________________
Birthdate                           Program Area

_________________________________
Signature

_________________________________
Date

Instructions for Fingerprint/Criminal History/Background Check
Tennessee Applicant Processing Services
IdentioGO by MorphoTrust USA

- Go to [www.identogo.com](http://www.identogo.com) and choose Tennessee. You may also call (855) 226-2937 to schedule an appointment.
- Click Online Scheduling and choose the language you wish to use for scheduling (English or Spanish).
- Enter your first and last name, choose the proper licensing agency as your Agency Name (Non-DCS Child Care Providers), choose the proper Applicant Type (Child Related Worker Private), and enter your ORI number, TNCC47076 and click “go” after each entry.
- Select the location where you want to be fingerprinted. You may choose a region of the state, click on the map, or enter a zip code to get a list of locations in a specific area. Press “go”.
- Click on the words “Click to Schedule” across from the location you want, under the day you wish to be fingerprinted. If you want a date further in the future, click the “Next Week>>” link to display more dates. Once you select the location/date combination, select the time for your appointment and click “go”.
- Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, click “Send Information”.
- Confirm the information. Follow the on screen directions to make any changes necessary. Once you see the data is correct, click “send information”.
- To pay, you will be presented with payment options. Complete your payment process and click “Send Payment Information”. The cost is $42.00. (Effective March 1, 2015 the cost will be $38.00)
- Print your confirmation page.
Take approved identification documents with you to the appointment. These approved document options are identified on your confirmation of your appointment.

At the facility, the Enrollment Officer will check your ID, verify your information, verify or collect payment, capture your fingerprints, and submit your data. Usually takes about 5 minutes.

You will receive a signed receipt at the end of your fingerprinting session.

Rescheduling An Appointment
Tennessee Applicant Processing Services
IdentoGO by MorphoTrust USA

Applicants paying for fingerprinting fees via credit card online must keep their originally scheduled appointment or be rescheduled within two (2) weeks of that original appointment date. Failure to do so will result in forfeiture of paid fees. Applicants paying via credit card are encouraged to call the scheduling office at (855) 226-2937 to reschedule their appointment. If you wish to reschedule on-line, please use the following instructions.

Log on as you would to schedule an appointment, but click the link “I have an existing appointment I would like to change” near the bottom of the screen.

You may enter either the email address you used on registration or your Registration ID that is shown on your scheduling confirmation and click “go”.

You will then be prompted to choose either Edit or Cancel by clicking your choice.

If you are changing your appointment, you will be shown your existing appointment information and will then be able to select the button that reads “Change Appointment Details”.

25
✓ You will then be prompted to select the location where you want to be fingerprinted and follow the instructions as you did when you originally scheduled.

Note: If you are cancelling your appointment, you will be prompted to verify you are sure you want to cancel. If you choose “yes”, your appointment will be cancelled.
Instructions for Completing Drug Screen
Required by Knox County Schools

The drug screen (which includes an additional background check) is a requirement for your placement in Knox Co Schools. The protocol for completing the drug screen successfully is very specific and requires time management on your part. The process cannot be completed over the weekend and requires a 48 hour timeline to complete the process during the business week.

**Please read the directions below carefully BEFORE coming to Office of School Based Experiences.**

We strongly advise that students do not complete the process on Fridays. If you choose to come in on a Friday, the process must be completed with the lab receipt returned to our office (BEC 329) by 5:00 p.m. on the same day.

**NO EXCEPTIONS. If it’s not returned to us, you are not eligible for a Knox Co School placement.**

Complete Process:

Step 1: Come to the Office of School Based Experiences (OSBE) – BEC 329.

Step 2: Sign in and complete all paperwork. Paperwork takes 10-15 minutes and must be completed in our office. The paperwork is date and time stamped.

Information needed:

   a. Name, date, and time at sign in
   b. Knox Co school placement (if known)
   c. Class and Course Number

**You must complete the drug screen within the designated date/time notice given at OSBE.**

Step 3: Go to one of the Net Gain Mobile Diagnostic Center locations designated by Knox Co.

Net Gain closes for lunch from 12-1:00. Locations include, Knoxville (on Papermill), Oak Ridge, and Sevierville. A photo id is required. The cost to be paid at Net Gain is $35, (cash, money order, credit card or debit card).

Step 4: Return by the designated date/time stamp to OSBE - (BEC 329) with the lab receipt. The process is not complete until you turn the lab receipt into OSBE.

****If you miss the 48 hr. deadline, your internship in Knox Co Schools will be in jeopardy!

Contact Information:
Office of School-Based Experiences – BEC 329
Julia Campbell – jcampb89@utk.edu – 974-5203
Child Protection Training

1. Go to: https://oit2.utk.edu/cbt/newregister.php
2. Type in your NETID and Password to register for E-Learning
3. Once you have registered, you can log in.
4. After logging in, to find the training, click on the “Catalog” left-hand link.
5. Then click on the “Child Protection Training” folder.
6. Once you are in the folder, click the blue triangle to launch the training.

The training will take less than one hour and at the end there is a 10 question quiz. You must pass this quiz with at least a 70% to complete the training. The Office of School Based Experiences requires that you either send a screenshot of the official print out of your training score or either bring a printed copy to BEC 329.

To print the CORRECT confirmation:
1. Return to the home page of the Skillport website.
2. Click “My Progress”
3. Click “Print Report”
4. Click “Completed”
5. Two options:
   a. Take a screenshot of this screen that contains your name and NETID on it and send it to teachered@utk.edu
   b. OR print this screen and bring it to BEC 329.
Appendix D
Fieldwork Experience for School Counseling Students
To Be Completed during or before COUN 555

Directions: The Tennessee Department of Education Licensure Standards for School Counselors mandate experiences in the schools prior to receiving a license as a school counselor. The purposes of this requirement are to: 1) provide you with background information regarding the structure and function of schools; 2) help you understand how various personnel work within a school system, and 3) assist you in gaining experience in a school setting.

The following assignments are to be completed, signed by the appropriate person, and returned to the instructor of COUN 555 before the end of the term.

Student ____________________________  Semester ___________

A. TEACHER/CLASSROOM EXPERIENCES
1. Teacher Observations: Students must observe at least three different core subject teachers for at least one classroom period each. Pay attention to classroom management strategies, teacher/student interactions, and lesson content.
   a. Teacher and Subject: ________________________________
      Date: __________________________
      Description of the experience: ________________________________
      ___________________________________________________________
      ___________________________________________________________
      ___________________________________________________________
      ___________________________________________________________
      ___________________________________________________________
      ___________________________________________________________
      Teacher Signature: __________________________
   b. Teacher and Subject: ________________________________
      Date: __________________________
      Description of the experience: ________________________________
      ___________________________________________________________
      ___________________________________________________________
B. SCHOOL PERSONNEL

2. Meet with and interview two personnel listed for at least 20 minutes each (separate interviews):
   a. School Psychologist
   b. School Social Worker
   c. Principal
   d. Assistant Principal
   e. Speech Pathologist
   f. Special Education Teacher/Coordinator

Person Being Interviewed: _________________________________

Date: _________________________________

Description of the experience: _________________________________

_________________________________________________________

Teacher Signature: _________________________________

__________________________________________________________________

__________________________________________________________________

Teacher Signature: _________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

B. SCHOOL PERSONNEL

2. Meet with and interview two personnel listed for at least 20 minutes each (separate interviews):
   a. School Psychologist
   b. School Social Worker
   c. Principal
   d. Assistant Principal
   e. Speech Pathologist
   f. Special Education Teacher/Coordinator

Person Being Interviewed: _________________________________

Date: _________________________________

Description of the experience: _________________________________

_________________________________________________________

Teacher Signature: _________________________________
C. ADDITIONAL SCHOOL EXPERIENCES

3. Observe and assist in the lunchroom at least one lunch period.
   Date of observation: __________________________
   Description of the experience: __________________________

4. Observe and assist in bus duty at least once during the semester
   Date of observation: __________________________
Description of the experience ________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Authorized Signature: ________________________________

5. Schedule a time and observe a special education classroom at least one time for at least one classroom period

Date of observation: ______________________________

Description of the experience: ________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Authorized Signature: ________________________________

5. Attend at least one school committee meeting (PTA, Staff), in-service meeting or other school-sponsored meeting.

Date of meeting: ______________________________

Description of the experience: ________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Authorized Signature: ________________________________
6. Arrange a time in advance and observe at least **one** elective/special subject classrooms for **one classroom period** each (art, music, PE, library, ISS, gifted)

   Teacher and Subject: ________________________________

   Date of observation: ________________________________

   Description of the experience: ________________________________

   Authorize Signature: ________________________________

D. CLASSROOM INSTRUCTION

7. Large Group Lesson: teach one lesson plan to a group of more than 15 students (classroom guidance can count toward this requirement)

   Subject of lesson: ________________________________

   Grade level and date of lesson: ________________________________

   Description of the experience: ________________________________

   Authorize Signature: ________________________________

8. Small group lesson (no more than 8 students): With the assistance of the teacher or counselor, identify students you feel would benefit from this instruction (e.g. study skills).
Subject of lesson: __________________________________________

Grade level and date of lesson: ________________________________

Description of the experience: ________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Authorized Signature: __________________________________________
Appendix E
Checklist for School Counseling Students

_____ 1. Acceptance into UTK School Counseling Program (see first letter)

_____ 2. Assignment of faculty advisor (see second letter)

_____ 3. Schedule drug screening and fingerprinting tests prior to first day of classes (see second letter)

_____ 4. Submit results of drug screening and fingerprinting tests to Dr. Gibbons prior to first day of classes (see second letter)

_____ 5. Complete Memo of Understanding and submit to your advisor prior to first day of class (see second letter)

_____ 6. Attend School Counseling Program and Educational Psychology and Counseling Department Orientations (see second letter)

_____ 7. Complete program of study with advisor within first six weeks of the first semester (see second letter)

_____ 8. Apply for membership in the American Counseling Association (ACA) to receive membership benefits including liability insurance by the end of the first week of the semester (see COUN 535 Professional Orientation and Ethics syllabus)


_____ 11. Attend Orientation for Practicum one (1) semester prior to semester you are planning to take class.

_____ 12. Complete Practicum and submit required materials to faculty instructor.

_____ 13. Apply for Internship (COUN 558) one (1) semester prior to semester you are planning to take the class. (This needs to be completed each semester prior to when you plan on taking the internship.) See http://cehhs-edpsych.utwebteam.wpengine.com/files/2014/07/2013-School-Counseling-Internship-application.pdf for application. Submit application to Ms. Joy DuVoisin.
_____ 14. Attend Orientation for Internship one (1) semester prior to semester you are planning to take class.

_____ 15. Complete Internship and submit required materials to faculty instructor.

_____ 16. Apply to take the National Counseling Examination (NCE) if you choose to take this examination the semester you plan to graduate or post-graduation. See http://www.nbcc.org/nce

_____ 17. Complete Admission to Candidacy form one semester prior to graduation. See http://gradschool.utk.edu/gradforms.shtml

_____ 18. Apply for graduation one semester prior to graduation. See http://gradschool.utk.edu/gradforms.shtml

_____ 19. Apply to take the comprehensive examination one semester prior to the semester you will take the exam.

_____ 20. Attend the orientation for the comprehensive exam the semester you plan to graduate.

_____ 21. Take the comprehensive exam the semester you plan to graduate.

_____ 22. Take the PRAXIS. You will be taking the Professional School Counselor portion of the test that contains a listening section. The web address to register for this exam is: http://www.ets.org/

_____ 23. Follow the School Counselor Licensure Process for UTK Students

**School Counselor Licensure Process for UTK Students**

UT Contact Person:

- Lisa Emery, Associate Director
  Office of Teacher Licensure
  University of Tennessee
  College of Education, Health & Human Sciences
  1122 Volunteer Blvd., 313 BEC
  Knoxville, TN 37996-3433
  lemery@utk.edu

Step 1:

- Take official copies of all post-high school academic transcripts to Lisa Emery
  - Lisa will have your UT transcripts
  - Bring to her official copies of any community college, baccalaureate, or graduate work completed at institutions OTHER than University of Tennessee, Knoxville.
  - Official, paper transcripts can be forwarded to Lisa from each institution, if desired. She cannot, however, accept electronic transcripts.
Step 2:
- Take and pass the Praxis exam, either test #0421 (no longer available) or #5421
  - Test #5421 is computer-delivered versus paper-delivered.
  - List UT, Knoxville as a score recipient, code # 1843.
  - If #0421 was completed prior to 9/1/14, the test will be accepted.

Step 3:
- Go to the State of Tennessee/Education/Licensing web site
  http://www.state.tn.us/education/lic/
- Click "Find a Form” in the left menu bar
- Click “Initial Licensure Application (Tennessee Institution Graduates Only)
- Print the form and complete page 1
- Check “Initial License-TN Institutions Only” and circle "Apprentice Special Group"

Step 4:
- Print Program Verification Form (following page)
- Fill out the top portion
- Take the form to Dr. Gibbons for signature

Step 5:
- Take the Initial License Application and the signed Program Verification Form to Lisa Emery
  - Forms cannot be submitted prior to the student's last semester in the program.
Directions: In addition to completing an application for a Tennessee license, the applicant must have this verification form signed by a faculty member associated with the requested endorsement area.

Part I. Completed by Student

Name:_________________________________ UT Email Address: __________________________

Social Security Number:_________________ UT ID Number:________________________

Licensure Area(s) Requested:________________________________________________________

Semester of Program Completion:___________________________________________________

Initial or additional Endorsement: _____Initial    _____Additional

Part II. Completed by Faculty Member

The above student has completed all requirements for a license in the requested area(s), including all general education, content field, and professional education requirements.

______________________________
Signature

______________________________
Name (Print or Type)

______________________________
Date

Student must submit the following items to Lisa Emery, A313 Bailey Education Complex, in the Student Services Center:

• completed program verification form,
• official, Non-UTK transcripts relative to the program being completed (If completing initial licensure, ALL undergraduate and graduate transcripts must be submitted), and
• “Designated score report(s)” from ETS regarding required Praxis exams. If you did not list UTK as a score recipient, we can use a copy of your score report, provided ETS sent an official score report to the TN State Department of Education.

Revised: Spring 2011