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INTRODUCTION

The Ph.D. in Counselor Education program at the University of Tennessee prepares experienced counseling professionals from all parts of the world who wish to advance their careers in the education, supervision, and research relevant to the related fields. The program is accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and graduates receive their Ph.D. degree in Counselor Education. The doctoral program is for those individuals with professional experience in the helping professions who have completed a master’s degree in counseling or counseling-related fields. Its purpose is to equip those who aspire to counseling-related professions. These professions include, but are not limited to the following: (1) college, university, or community college teaching and research positions in Counselor Education or related fields; (2) supervisory leadership positions in schools, community agencies, state departments of education; (3) counseling positions in student development programs and counseling centers in higher education; (4) private mental health counseling/consultation practice; and/or (5) employee assistance positions.

The faculty members expect that graduates of the Ph.D. program will pursue careers in scholarly research, counseling, consulting, and teaching at the university level or work as supervisors of other professional counselors. Faculty members utilize a scientist-practitioner model. This model of combining a theoretical approach with practicum and internship
opportunities, allows students to develop their counseling, teaching, supervisory, leadership, advocacy, and research skills.

Ph.D. students enter the Counselor Education (CE) program. Two master’s degree programs (i.e., Clinical Mental Health and School) and the CE Program all fall under the Counselor Education (CE) programs “umbrella” and are CACREP accredited.

The doctoral program requires course work, practicum, internship, and dissertation hours of study beyond the master’s degree. Students of the Ph.D. program in Counselor Education may work toward endorsement for counseling licensure (LPC or LPC-MHSP), if licensure has not been received prior to entering the doctoral program. During the program, doctoral students can review the necessary criteria for the license they seek and will plan their programs to meet those criteria.

Goals of the Ph.D. Program

The faculty will provide:

- Education and training that prepares doctoral students to be counselor educators and counselor supervisors in schools, agencies, and state departments of education, and private mental health counseling/consultation practice, to name a few;
- Research opportunities that advance knowledge of the counseling and helping professions, improve counseling practice, and improve counselor education effectiveness;
- Mentoring relationships with professors, advisors and students to acculturate students as educators in counselor education or related fields; supervisors; counselors; or consultants;
- Opportunities that facilitate the development of professionals leaders who counsel, supervise, educate, and train individuals in counseling and related fields;
- A model for promoting social consciousness with a commitment to advocacy within a pluralistic society wherein tolerance is promoted, and the value of diversity is recognized.

Objectives for the Ph.D. Program

After completion of the PhD in Counselor Education:

- 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 for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.
**PRELIMINARY INFORMATION**

**Prerequisite Academic Background and Experience**

Individuals entering the program will have completed a master’s degree in counseling or a related master’s degree program which covered the eight areas of concentration required by CACREP (Section II)

The eight core areas include:

- 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
- Research and Program Evaluation

Areas not covered in the student’s master’s program or through continuing education must be taken as part of the doctoral program. Students must also have completed supervised experiences through a 100 hour clinical practicum and a 600 hour clinical internship.

We prefer if applicants have post-master’s experience as counselors or therapists, or in a counseling-related field to prepare them to be counselor educators and supervisors. Preference will be given to applicants with certification from the National Board of Certified Counselors (NBCC), state-licensed professional counselors (LPC), certified rehabilitation counselors (CRC), and licensed school counselors.

**International Student Requirements:** In addition to the requirements which follow, general graduate admission standards for international students require a transcript from the home country indicating an equivalent of the University of Tennessee grade point average of 3.0 or higher. English language proficiency requirements include a minimum score of 575 on the TOFEL (with a minimum of 52 on each sub score) and scores on the GRE that meet admission requirements.

**Admission Requirements**

To be considered for acceptance, the applicant must have:
Ph.D. Counselor Education Program Handbook

- Master’s Degree in counseling or counselor-related field (e.g., Mental Health Counseling, School Counseling, or Social Work)
- Fitness for the program, including self-awareness and emotional stability as indicated by references and interview
- Potential for leadership and advocacy as indicated by references, publications, presentations, and other professional activities
- Expertise in technological applications
- Complete application packets must be received no later than November 1st. Selection is made by mid-February regarding admittance for the following fall term.

Preferences
Preference is given to those applicants with:
- GRE minimum scores of 156 on the verbal area, 148 on the quantitative area, and a 4.5 on the analytical writing exam
- A 3.5 GPA on any graduate work completed prior to application
- Two years post-master’s degree work experience in counseling

Principles of Admissions Policy and Procedure

The faculty may find it necessary to evaluate a person’s background to determine his/her likelihood of maintaining standards of professional conduct that are necessary in the discipline/profession. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student’s ability to perform in the program.

Counselor Education faculty members subscribe to the above statement and have adopted the following specific principles and conditions for admission and retention in the program:

1. Applicants are sought from a variety of societal groups and cultures. Admissions policies and procedures are designed to foster the identification and selection of prospective students who possess the potential for successful doctoral level work in counseling.
2. Applicants are sought who have demonstrated a commitment to the professions of counseling or counseling-related fields through interest, preparation, experience, and professional leadership.
3. The staffs of cooperating professional agencies and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.
4. The Counselor Education faculty has the sole responsibility for the selection of Ph.D. students and has established admission criteria consistent with, and in excess of, those of the University of Tennessee. Faculty members meet early every spring semester and review applications. Potential student candidates will be invited to campus for interviews.
5. If applicants are accepted into the program, they must notify the Counselor Education faculty in writing of their decision to accept the offer of admission and their intent to attend full or part-time. This must be completed by the date indicated in the letter of acceptance into the program. This is typically about two weeks from receipt of notification of admission into the program. All newly admitted students must take
courses on campus the fall semester following notification of acceptance into the program.

*If an accepted student experiences extenuating circumstances preventing her/him from attending for the accepted year, s/he may request a deferment for up to one year. Please contact the Ph.D. Program Coordinator and Graduate School to request a deferment.

**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.

**Grounds for Dismissal**

Although faculty members desire to help students remediate problematic performance, there are several reasons a student will be immediately dismissed from the program:

- A student fails to meet minimum Graduate School requirements as identified in the Graduate Catalog
- A student fails to pass all of the comprehensive examination questions on the second attempt
- The student earns two C+ or lower grades in any course while in the program
- After implementation of the first three steps of the remediation process (listed below), the student does not improve identified academic performance or professional conduct to an identified acceptable level.

**Remediation Procedures and Steps**

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 program file, including student written responses to feedback received. Students who are identified as having deficiencies in one or more of the five areas evaluated are provided the following assistance in order to improve their performance:

1. **Problem Identification Meeting (PIM)**

   The advisor meets with the student and gives specific examples of the difficulties, shortcomings, or problematic conduct 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 student and the advisor, with the understanding that the faculty will review the student’s progress at the end of the agreed upon time frame for remediation.

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. Concerns will be delineated in writing and given to the student prior to this meeting. During this meeting, the student is given
specific information about the recurring or critical problem, the steps needed for resolution, 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 program file.

3. Insufficient Progress, Dismissal, Advising

If the student does not make expeditious progress within identified time frames toward resolution of the identified problem(s), and if the faculty agree 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 dismissal 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. The student will be notified in writing and 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 program decision regarding retention in the program, the student has the right to an appeal process, as detailed in the student handbook. The Counselor Education faculty members 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 student that might impede future performance. Faculty members must not only assist the student in securing remedial assistance but also screen or remove from the program those individuals who are unable to provide competent services.

Student Progress Evaluation

Each year, by March 15th, students revise and update their Curriculum Guideline Form and turn an electronic and hard copy into their advisor. Students receive a program of study form via email before starting the program. Program of study forms are also available in this program handbook which is available on the CE website.

Professional Organizations

National
American Counseling Association (ACA) [http://www.counseling.org/](http://www.counseling.org/)
Association for Counselor Education and Supervision (ACES) [http://www.acesonline.net/](http://www.acesonline.net/)
National Board of Certified Counselors (NBCC) [http://www.nbcc.org/](http://www.nbcc.org/)

Regional
Southern Association for Counselor Education and Supervision (SACES) [http://www.saces.org/](http://www.saces.org/)

State
Tennessee Counseling Association (TCA) [http://www.tncounselors.org/](http://www.tncounselors.org/)
Tennessee Licensed Professional Counselor Association (TLPCA) [http://www.tlpca.net/](http://www.tlpca.net/)
Tennessee Association for Counselor Education and Supervision
Smoky Mountain Counseling Association (SMCA) [http://www.smokymountaincounseling.org/](http://www.smokymountaincounseling.org/)
Liability Insurance
You must have liability insurance while enrolled as a doctoral student. ACA student insurance does not cover doctoral students. Therefore, students should purchase insurances through ACA as a professional (HPSO) or through our department, EPC (risk management). To purchase through UT, see Synthia.

Residency
The doctoral program cannot be completed without meeting the residency requirement. As aforementioned, the residency requirement is two consecutive full-time semesters for the Ph.D. program. Summer term may be considered one of the two consecutive full-time semesters. A full time student is one who is registered for a minimum of 9 graduate credit hours; however, to meet the course requirements, students at times enroll for 9 to 15 credit hours per semester/term.

University Information
The Graduate Catalog is available online and upon request from the Graduate School and the College of Education, Health, and Human Sciences Graduate Center. Prior to beginning course work, all graduate students are responsible for reading and understanding the policies and procedures within the Graduate Catalog. The catalog contains specific information related to policies and procedures, courses of study, and general information in regard to housing, financial assistance, disability services, International Student Affairs, veterans’ benefits and counseling services. Students seeking assistance in these areas should consult the Graduate Catalog. The online Graduate Catalog is available at http://catalog.utk.edu/.

Financial Support
The three major sources of University support are departmental graduate assistantships, university assistantships outside of the department and University fellowships. The following is an example of a graduate assistantship log. Currently, the department has limited assistantships available for graduate students; however, the CE program has been tremendously successful in helping to secure a variety of internships for qualified full-time students seeking assistantships. CE Ph.D. students have also been successful in securing University-wide fellowships, including the Katie Dean & J. Wallace, Shipley Swann, Bruce Painter & Eva Woody Seaton, and Yates Fellowships. Graduate students also find University financial support in special teaching assistantships, research assistantships, administration assistantships, residence halls
assistantships, career services assistantships, scholarships, or financial aid. Information regarding some of these financial supports can be found at http://gradschool.utk.edu/.
GRADUATE ASSISTANT
ACTIVITY/HOUR CHART

Graduate Assistant ____________________________

Professor ______________________________ Assignment (hours/week) ___

Semester ________________ Year ___________

<table>
<thead>
<tr>
<th>Date</th>
<th># of Hours (1/4/ hour increments)</th>
<th>Activity</th>
<th>Accomplishments</th>
<th>Professor's Initials</th>
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Overview

The UT Counselor Education Programs utilize Taskstream, an assessment management system, 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>End of Course Evaluations</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>Practicum and Internship</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>Comprehensive Examinations</td>
<td>After you complete your comprehensive examination, the faculty will upload final rubrics and examination feedback.</td>
</tr>
<tr>
<td>Annual Updates/Reviews</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>Dissertation</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)
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** and **Author FAQs** to learn how to upload your work and view feedback within Taskstream.
**PLAN OF STUDY**

The plan of study described in this document includes the following components;

---

**Academic Advising**

Upon admission to the program, students will be assigned to an academic advisor to assist in course selection during their first few semesters. When students enter the program, the advisor discusses their current credentials, the program of study, and other professional activities (practicum, internships, counseling experiences, etc.) that prepare students for the credentials sought. See Fall 2017 Curriculum Guideline Form in the Appendix. If students have not yet met the requirements for certification or licensure, they will develop a plan.

In addition to the courses specified in each area, students in consultation with their advisor, may elect other appropriate courses to complete the required number of hours or to gain added experience, these can include Cognate Courses. Exemptions from certain requirements may be granted by the Counselor Education faculty provided the student can document experience. The degree has prerequisite course work, required course work, and other courses and experiences designed to meet the student’s stated objectives and vocational goals. Courses taken during previous graduate work may be accepted as part of the doctoral program if approved by the Counselor Education faculty. In order to request course transfers or exemptions, students must submit a Course Petition Form in the Appendix to the program coordinator.

Prior to beginning course work, CE students will be assigned a student mentor. Student mentors provide an alternative source for information and insights. You are encouraged to meet with your advisor and mentor at least once each semester.

All new CE doctoral students are involved in three seminars the first semester COUN 601 Professional Seminar (1 credit hour), COUN 645 Foundations in counselor Education and Supervision (3 credit hours), and COUN 650 Foundations of Counselor Education (3 credit hours). These seminar courses orient students to the profession and provide an introduction to doctoral education in the department, college, and university.
Transfer Policy
The following university and college policies guide the transfer of courses into the Ph.D. Concentration in Counselor Education;

- **Professional Orientation**
  - No transfer courses permitted.

- **Core**
  - Two courses may be taken elsewhere (possible 6 credit hours)

- **Cognate**
  - One course may be taken elsewhere (possible 3 credit hours)

- **Research**
  - Two courses may be taken elsewhere (possible 6 credit hours)

- **Total** From the 73-credit hour program, students may transfer a maximum of 15 credit hours, if approved by the faculty.

Transcript Evaluation Process
Incoming students will meet with their assigned advisor to evaluate the student’s graduate transcript(s) and to complete the Fall 2017 Curriculum Guideline Form (Appendix A). If a student wishes to appeal the decision made by the faculty during the initial review, he or she may do so using The Course Petition Form (Appendix B).

Curriculum Plan
Students use the Fall 2017 Curriculum Guideline Form (Appendix A) to document and track their progress through the program, including transferred courses and courses taken at the University of Tennessee. Prior to meeting for advising, students update their Curriculum Plan and send an electronic attachment via email to their advisor.

Course Schedule
Full-time Course Sequence is available in Appendix D.
Departmental Certificates

The department offers certificates of study on several topics. Faculty members have identified a package of courses for each certification topic. Successfully completing certification requirements for a topic indicates the student has developed additional qualifications and skill sets for that topic. A certificate helps students develop an area of expertise and may enhance students’ employability. Access the following link for more information on certificate offerings and requirements. http://epc.utk.edu/graduate-certificates/

Endorsement Policy for Counselor Education Students and Graduates

Counselor Education faculty only endorse a graduate for a position, license, or credential for which the graduate has been prepared. Faculty members grant endorsement only after completion of applicable course work, practicum, and internship training under University of Tennessee Counselor Education faculty supervision. Before endorsement is granted to any student, faculty thoroughly check students records to ensure they have graduated, maintained an acceptable grade point average, completed all requirements, and/or is seeking endorsement only for a position or credential for which they have been prepared.

PRACTICUM AND INTERNSHIPS

Students are to refer to the University of Tennessee Counselor Education Ph.D. Practicum and Internship Handbook for a comprehensive description of policies, procedures and documentation. A brief practicum and internship review is provided here.

All students are required to complete at least one semester (3 credit hours) or the equivalent of doctoral level practicum in counseling. Practicum is specifically focused on building and refining individual and group counseling skills. Combined practica experiences total at least 100 clock hours. Forty (40) hours must be direct counseling with clients – usually 30 hours of individual and 10 hours of group counseling, consistent with CACREP guidelines for master’s programs. The remaining 60 hours are indirect yet client related hours including preparation, supervision, etc. Students will develop an area of expertise in counseling.

In accordance with guidelines provided by CACREP, the internship is a minimum 600 clock hours in supervised clinical, teaching, leadership, and supervision settings. For students with limited clinical, teaching, leadership, and supervision experience, internship hours may be dispersed. Depending on previous experiences and skill sets, students may conduct internships with varying hours, although a minimum of 200 hours of teaching and supervision each are required.

Each required internship component (i.e., clinical, teaching, leadership, and supervision) may be completed in one setting, but students typically desire to conduct experiences in two or more settings. A student’s internship experiences should be compatible with the student’s future goals and be selected in consultation with the student’s advisor and the program’s Practicum and Internship Coordinator.

Students are to have completed or concurrently take the CE course requirement that relates to the relevant internship experience (e.g., supervision internship requires COUN 670
Theory and Practice of Supervision and Consultation). A detailed description of practicum and internships can be found in the CE Ph.D. Practicum and Internship Handbook.

Prior to UTK related contact with clients whether it be through practicum, internship or other field experience activity associated with the University of Tennessee, students must be cleared through several background checks. More information and forms related to this topic will be sent to the student prior to starting classes.

---

**ADMISSION TO CANDIDACY**

Usually following the 2nd year of study, full-time students will seek candidacy status. According to the Graduate Catalog, “Admission to Candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and a program of study has been approved.” The following steps must be followed to be eligible for Admission to Candidacy.

- Appoint a doctoral committee
- Pass comprehensive exam
- File application for Admission to Candidacy Form
  [http://gradschool.utk.edu/forms/Adm_Candidacy_Docs-revised.pdf](http://gradschool.utk.edu/forms/Adm_Candidacy_Docs-revised.pdf)

The following sections explain these steps in detail.

**Doctoral Committee**

Full-time students should preferably choose the doctoral committee Chair the fourth semester of enrollment. With guidance from the Chair, the student then identifies, solicits and secures committee members in order to facilitate her/his research interests and vocational goals. The committee must consist of at least four faculty members, three of whom are approved to direct doctoral research. The Chair must be a member of the Counselor Education faculty who is approved to direct doctoral research. At least one member must come from outside the Department.

**Research Competency**

The dissertation is the formal research project initiated and conducted independently by each student (refer to Doctoral Dissertation section later in this handbook). The dissertation meets the minimum research competency required for graduation; however, students are strongly
encouraged to participate in additional research projects while in the doctoral program. There are different ways to become involved with research groups:

- CE faculty member(s) may invite you to join a research group project.
- You can approach and ask CE faculty members to join research projects.
- You can start your own research project and invite students and CE faculty to join your group.
- You can also work with faculty outside CE.

These research experiences will further prepare students in the following ways:

- Exposure to various research questions, methods, processes.
- Opportunity to experience different roles in research process (idea conceptualization, proposal development, IRB writing, explaining methodology, analyzing data, identifying limitations, considering implications, etc.).
- Likelihood to present at international, national, regional, state, in-state, regional, and local conferences.
- Probability to co-author manuscripts for publication in respected professional refereed journals.
- Stronger and more competitive job candidate demonstrated in a more comprehensive vita.

**Funding for Research-related Activities**

Different sources of funding exit at the University, College, Department, and Program levels for student research-related activities (e.g., travel expenses, conference registration, hotel lodging, food, poster creation, etc.). Faculty will forward emails to students that pertain to funding opportunities, applications, and deadlines.

**Expedited and Full IRB Review - Form B Application**

Permission must be granted by the University before research can be undertaken. Permission is sought by completing and submitting the Form B Application online, [http://irb.utk.edu/](http://irb.utk.edu/). A number of helpful documents are provided online. Visit this site and examine the resources when completing these documents. Visit the UT Office on Research website for more information: [http://research.utk.edu/](http://research.utk.edu/).

**Comprehensive Examination**

Each student must take and pass a written comprehensive essay examination prior to admission to candidacy for the doctoral degree. The exam assesses competence in the five CACREP core areas (counseling, leadership and advocacy, supervision, teaching, and research). Passing the comprehensive exam is one of several prerequisites to initiating dissertation coursework. The comprehensive examination is administered three times each year: (1) two weeks before the beginning of the fall semester courses (i.e., Thursday 12:00-4:00 and Friday 8:30-12:30); (2) in the spring semester the comprehensive examination is administered Monday and Tuesday the week classes begin (i.e., Monday 12:00-4:00 and Tuesday 8:30-12:30); and (3) in the summer term, the comprehensive examination is administered the two to three weeks prior to the beginning of full and first term (first day of exam 12:00-4:00 and second day of exam 8:30-12:30).
Students who have completed the doctoral CE core and major research courses (with the exception of internship hours), and have an accumulative minimum GPA of 3.5 are eligible to take the comprehensive examination. Students must inform their advisor of their intent to take the examination by the middle of the previous semester. The entire comprehensive examination must be completed during the semester in which it is begun. The examination is written and evaluated by CE faculty members using a blind review process.

The comprehensive examination is taken as a sit down proctored exam. The examination consists of five questions and is given in a two-day sequence, four hours each day with three questions the first day and two questions the second day. Each question is evaluated on a pass/fail basis.

If a student fails any exam question, CE faculty will form a committee to create a formal remediation plan. Remediation must be completed before the student can retake the failed areas and the retake date must be approved by the committee. A retake will consist of parallel, but not identical, question(s) to those previously failed. No retakes of any failed question may occur within the same semester. Students who have not passed all five questions after the second attempt will be dismissed from the program.

Questions focus on the areas of study within the curriculum (e.g., master’s prerequisites, core courses, counseling, teaching, supervision, leadership and advocacy, and research).

The Counselor Education Program requires a 24 semester hour dissertation

DOCTORAL DISSERTATION

Each student is required to complete a doctoral dissertation that fulfills the requirements and procedures set by the University of Tennessee in the Graduate Catalog, current edition http://catalog.utk.edu/. A minimum of 24 semester hours of COUN 600 is required for the dissertation to be approved. Once a student registers for COUN 600, s/he must register continuously, including Summer Semesters for COUN 600 (minimum of 3 hours each semester). See the Graduate Catalog for more information about continuous registration.

Dissertation Prospectus Guidelines

A doctoral candidate, working with the doctoral committee Chair, develops a proposed dissertation topic. A written proposal (chapters 1-3) is then prepared by the student for submission to the full doctoral committee. The committee must receive the proposal two (2) full weeks prior to the proposal or prospectus defense. A committee meeting or proposal defense is held to review the study (student makes formal presentation), review the written proposal, discuss the merits of the proposed research, and make revisions. When the committee members are satisfied with the proposed study, all committee members sign an approval form attached to the final prospectus copy. A copy of the approval form can be found in Appendix D.

It is recognized that the doctoral candidate is likely to encounter circumstances as the research project progresses that will necessitate changes in the research project. If these changes involve more than simple wording (e.g., sample size, statistical methodology change, time frame
alterations, etc.), the student must file an amended proposal along with the original document and a revised approval sheet must be completed and signed by the committee. The doctoral candidate must ensure that copies of the accepted prospectus and all revisions are on file in the student’s program file. An outline of the Dissertation Timeline can be found in Appendix C.

**Dissertation Defense**

Similar to the proposal preparation process, a doctoral candidate continues to work with the doctoral committee Chair and other committee members to complete the proposed research study and complete the dissertation. The comprehensive written dissertation is then prepared by the student for submission to the full doctoral committee. The committee must receive the dissertation two (2) full weeks prior to the scheduled dissertation defense. In addition, and in this same time frame, a college-wide email must be sent by the program secretary announcing the dissertation defense and inviting the academic community to participate. The student must submit to her/his Chair a full and completed abstract. The abstract will be included in the college-wide email (be sure the abstract is clearly written and free of errors). A dissertation defense is held whereby the student formally presents her/his completed research study. During this dissertation defense meeting, the committee reviews the complete dissertation, ensures the doctoral candidate completed the method outlined in the prospectus using ethically acceptable practices, thoroughly discusses the research project, and recommends revisions to strengthen the written dissertation. When the revisions have been made to the satisfaction of all committee members, all committee members sign an approval sheet attached to the final dissertation copy.


**Dissertation Sequence**

- Select and secure Chair (Chair must be CE faculty)
- Identify and clarify topic and method
- Select and secure 3 more Committee Members (half your committee must be CE faculty)
- Turn in signed Committee form to Program Coordinator
- Write and revise proposal with Chair (numerous revisions)
- With Chair’s approval
  - Schedule proposal defense (agreed upon by committee - 2 hour time block, date and reserve room)
  - Submit proposal to committee members at least 2 weeks in advance of prospectus defense date
  - Announce dissertation proposal defense to CEHHS via email at least two weeks prior to (Chair responsible for email announcement to CE faculty and students)
- Schedule & Defend Prospectus
  - Be prepared to defend – usually 20 minutes (e.g., handouts, Power Point slide show, practice, etc.)
  - Consider bringing snacks and drinks for committee members
  - Bring required form(s) to defense for signatures (e.g., dissertation approval form – Appendix D)
  - Following defense and decision, be prepared to meet with Chair to review revisions needed to be completed
- When final dissertation successfully defended
  - Make revisions
Ph.D. Counselor Education Program Handbook

- Work with thesis and dissertation consultant through the Graduate School http://web.utk.edu/~thesis/ to correctly format and submit your final manuscript for publication
- Graduate 🎉!

**Exit Interviews**
Counselor Education faculty will conduct an exit interview with all graduating doctoral students. Dissertations chairs are responsible for interviewing their graduating student and ensuring the form is complete, including signatures, and submitted electronically after a successful dissertation defense and prior to commencement. The exit interview is standardized, and is included in Appendix G.
# APPENDIX A

## Fall 2017

### Curriculum Guideline Form

**Ph.D. in Counselor Education**

A completed form MUST be turned in to your advisor electronically each year prior to March 1st.

Curriculum requirements reflect MINIMUM standards. Seek advising to ensure additional course work is taken as per your career goals.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CACREP Core Areas Required at Master’s Degree Level</th>
<th>Credit Hours</th>
<th>Institution and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Orientation and Ethical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping Relationships: Skills &amp; Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment &amp; Appraisal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Program Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Practicum (100 hour minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Internship (600 hour minimum)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Orientation (7 hours)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Semester/Yr. Enrolled/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 601 Professional Seminar (1)</td>
<td>FA/17</td>
</tr>
<tr>
<td>COUN 645 Seminar in Counselor Education II (3)</td>
<td>FA/17</td>
</tr>
<tr>
<td>COUN 650 Seminar in Counselor Education I (3)</td>
<td>FA/17</td>
</tr>
</tbody>
</table>

### Core (24 hours)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Semester/Yr. Enrolled/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 655 Practicum in Counselor Education (3)</td>
<td>FA/17</td>
</tr>
<tr>
<td>COUN 659 Internship in Counselor Education (6)</td>
<td>SP/18, FA/18, SP/19</td>
</tr>
<tr>
<td>COUN 662 Advanced Counseling Theory (3)</td>
<td>SP/18</td>
</tr>
<tr>
<td>COUN 665 Advanced Group and Systems Theory and Interventions (3)</td>
<td>SP/19</td>
</tr>
<tr>
<td>COUN 670 Theory and Practice of Counseling Supervision and Consultation (3)</td>
<td>SP/18</td>
</tr>
<tr>
<td>COUN 675 Theory and Practice of Counselor Education Teaching (3)</td>
<td>SP/19</td>
</tr>
<tr>
<td>Counseling related elective with advisement</td>
<td></td>
</tr>
</tbody>
</table>

### Research (12 hours)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Semester/Yr. Enrolled/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Research (3) – Typically EDPY 577</td>
<td>FA/18</td>
</tr>
<tr>
<td>Qualitative Research (3) – Typically EDPY 559</td>
<td>SU/18</td>
</tr>
<tr>
<td>Research course - by advising (3)</td>
<td>FA/18</td>
</tr>
<tr>
<td>Research course - by advising (3)</td>
<td>SP/19</td>
</tr>
</tbody>
</table>

### Cognate (6 hours) – requires approval of advisor

Choose from outside COUN

Must enhance Counselor Education and Supervision Major

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Semester/Yr. Enrolled/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SU/18</td>
</tr>
<tr>
<td></td>
<td>SP/19</td>
</tr>
</tbody>
</table>

### Dissertation (24 hours)

Once a student begins dissertation hours, s/he must register continually (fall, spring and summer terms) until the final defense is completed.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Semester Enrolled/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 600 Doctoral Research and Dissertation</td>
<td>FA/SP 19-20</td>
</tr>
</tbody>
</table>

### TOTAL

73
**EXTRA PROGRAM SUGGESTIONS (NON CREDIT)**

<table>
<thead>
<tr>
<th>EPC Graduate Certificate Programs (refer to Grad. Catalog)</th>
<th>Describe Activity</th>
<th>Semester/Yr. &amp; Task Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Helps to establish areas of expertise within Counselor Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluation, Statistics, &amp; Measurement (18 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Qualitative Research Methods in Education (15 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grief, Loss, &amp; Trauma (12 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cultural Studies in Education (15 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Online Teaching &amp; Learning (15 credit hours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Professional Development & Competencies**

<table>
<thead>
<tr>
<th>Semester/Yr. &amp; Task Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Purchase latest APA Publication Manual</td>
</tr>
<tr>
<td>• Attend UTK library tour</td>
</tr>
<tr>
<td>• Join professional organizations (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.)</td>
</tr>
<tr>
<td>• Attend CE Research Group Meetings (3/year)</td>
</tr>
<tr>
<td>• Earn IRB/Human Subjects Research Certificate of Completion (through Office on Research)</td>
</tr>
<tr>
<td>• Complete Graduate School Best Practices in Teaching</td>
</tr>
<tr>
<td>• Attend CEHHS department colloquiums</td>
</tr>
<tr>
<td>• Assume leadership role - Chi Sigma Iota (CSI) Honor Society</td>
</tr>
<tr>
<td>• Earn 18 hour grant writing certificate (through Office on Research)</td>
</tr>
<tr>
<td>• Attend 2 dissertation proposal defenses</td>
</tr>
<tr>
<td>• Attend 2 dissertation final defenses</td>
</tr>
<tr>
<td>• Participate in faculty/student research teams</td>
</tr>
<tr>
<td>• Present in CE Research Group Meeting</td>
</tr>
<tr>
<td>• Attend professional organization conferences (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.).</td>
</tr>
<tr>
<td>• Present at professional organization conferences (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.)</td>
</tr>
<tr>
<td>• Participate in leadership role in professional organizations (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.).</td>
</tr>
<tr>
<td>• Attend 2 UT offered technology workshops</td>
</tr>
<tr>
<td>• Co-conduct new student orientation</td>
</tr>
<tr>
<td>• Mentor CE PhD peer student</td>
</tr>
<tr>
<td>• Attend student award receptions</td>
</tr>
<tr>
<td>• Co-author and publish journal articles and/or book chapters</td>
</tr>
<tr>
<td>• Complete &amp; submit Curriculum Guideline Form each year for progress review</td>
</tr>
</tbody>
</table>

Signature ___________________________  Advisor’s Signature ___________________________

**NOTE:** The residence requirement consists of two consecutive semesters of full time enrollment. Residency may be completed using a summer semester along with preceding spring or succeeding fall semester.
APPENDIX B

Course Petition Form
Ph.D. in Counselor Education
University of Tennessee

*This form is used to petition courses outside of the master’s level requirements, and may be used as a means of appealing determinations made regarding course transferability upon admission to the program. The form may also be used to request a course outside of those offered, or be taken as a substitute course.

Student Name: ________________________________

Date: ________________________________

*Complete a separate form for each course petitioned.*

COURSE PETITIONED (requesting apply to meet UT CE Ph.D. requirement)

1. Name of course you wish to petition: ________________________________

2. Course initials and #: __________

3. Course grade: ______

4. Institution where you enrolled in the course: ________________________________

5. Course description according to the graduate school handbook: ________________________________

6. Attach Syllabus (mark one)
   ______ (actual course syllabus at the time you took it)
   ______ (later acquired sample syllabus)

UT COURSE SUBSTITUTION (UT requirement attempting to fulfill)

1. Name of course you wish to petition: ________________________________

2. Course initials and #: __________

3. Curriculum Area:
   ______ Major
   ______ Cognate
   ______ Research
   ______ Other (specify) ________________________________

4. Petition rationale: ________________________________

__________________________________________________________

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APPENDIX C

Dissertation Timeline
CE PhD

Pre Comprehensive Examination

1st year – Fall
Consider, look, and listen for possible dissertation constructs; use class projects and assignments to explore research interests for possible dissertation topic

1st year -Spring
Join research group project(s) with faculty and/or peers (continue throughout program)
Submit presentation proposals for national, regional conferences (continue throughout program)

2nd Year – Fall
Identify probable dissertation topics and begin informal (read and annotate) literature review

2nd Year - Spring
Jan-Feb
Identify and select chair

Feb-May
Regular meetings with chair to identify, develop, refine constructs and research questions
Prepare for comprehensive exam (must have completed all core COUN courses and 3/4 research courses)

2nd Year – Sum
Take and pass comprehensive exam
Informally begin to develop dissertation under supervision of chair
Begin writing Chapters 1-3 (consult with chair to determine best order)

3rd Year – Fall
Register for dissertation hours (COUN 600 – determine amount with supervision of chair)
Sept
Complete Admission to Candidacy Form & Doctoral Committee Appointment Form (must select committee members to complete form)
Committee must include at least 2 CE faculty, 1 methodologist (CE or other), and 1 non-departmental faculty member (roles may overlap)

Nov
Complete Graduation Application & submit to GS
Schedule dissertation proposal defense & send proposal to committee at least 2 weeks prior to defense date (chair must approve proposal before sending to committee)
Develop IRB to send once proposal is approved
Dec (early)    Defend dissertation proposal  
             Revise proposal, revise and submit IRB

3rd year - Spring  
January       Begin data collection

February      Analyze data  
             Write Chapters 4 & 5
March         Schedule defense – Scheduling of Defense of Dissertation Form (submit to GS 1 week prior to defense)

April (early)    Defend dissertation (see GS for actual deadline dates!)
April (mid)     Completed dissertation to Trace (GS, Dissertation Consultant)

May          Graduate Hooding
# UT CE PhD Dissertation Timeline

<table>
<thead>
<tr>
<th>Pre-dissertation tasks</th>
<th>2nd Year in Program</th>
<th>3rd Year in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Topic Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chapter 1</td>
<td></td>
<td></td>
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<tr>
<td>• Chapter 2</td>
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<td></td>
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<tr>
<td>• Chapter 3</td>
<td></td>
<td></td>
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<tr>
<td>• Proposal defense</td>
<td></td>
<td></td>
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<tr>
<td>• Data Collection</td>
<td></td>
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<tr>
<td>• Data Analysis</td>
<td></td>
<td></td>
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<tr>
<td>• Chapter 4</td>
<td></td>
<td></td>
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<tr>
<td>• Chapter 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Defend dissertation</td>
<td></td>
<td></td>
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</tbody>
</table>

## Specific Tasks

<p>| • Read and annotate         |                     |                     |
| • Select a chair            |                     |                     |
| • Pass comprehensive exam   |                     |                     |
| • Meet regularly with chair |                     |                     |
| • Choose a topic            |                     |                     |
| • Relate topic to counseling|                     |                     |
| • Identify gaps in the research |                 |                     |
| • Discuss topic with dissertation chair |       |                     |
| • Discuss timeline with chair |                 |                     |
| • Formulate research question(s) |               |                     |</p>
<table>
<thead>
<tr>
<th>DISSERTATION ACTIVITIES</th>
<th>2nd Year in Program</th>
<th>3rd Year in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td>• Identify appropriate methodology to answer your research question(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify a foundation theory(ies) to support your research</td>
<td></td>
<td></td>
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<tr>
<td>• Identify all of the constructs you plan to study</td>
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<tr>
<td>• Write chapters 1-3</td>
<td></td>
<td></td>
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<tr>
<td>• Select your dissertation committee members</td>
<td></td>
<td></td>
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<tr>
<td>• Chapter 1</td>
<td></td>
<td></td>
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<tr>
<td>o Introductory paragraph(s)</td>
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<td></td>
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<tr>
<td>o Intro to population/construct</td>
<td></td>
<td></td>
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<tr>
<td>o Intro to theory</td>
<td></td>
<td></td>
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<tr>
<td>o Statement of the problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Purpose of the study</td>
<td></td>
<td></td>
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<tr>
<td>o Research questions</td>
<td></td>
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<tr>
<td>o Definitions of terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Delimitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Organization of the study</td>
<td></td>
<td></td>
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<tr>
<td>• Chapter 2</td>
<td></td>
<td></td>
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<tr>
<td>o Historical perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISSERTATION ACTIVITIES</td>
<td>2nd Year in Program</td>
<td>3rd Year in Program</td>
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<tr>
<td></td>
<td>Aug</td>
<td>Sep</td>
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<tr>
<td>o Population/construct</td>
<td></td>
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<tr>
<td>o Theory</td>
<td></td>
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<tr>
<td>o Population with theory</td>
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<tr>
<td>• Chapter 3</td>
<td></td>
<td></td>
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<tr>
<td>o Research questions</td>
<td></td>
<td></td>
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<tr>
<td>o Participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Procedure</td>
<td></td>
<td></td>
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<tr>
<td>o Instrumentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Data analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete pilot study if needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write IRB and submit for approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Send proposals (completed chapters 1-3) to committee after chair approves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Proposal defense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Revise proposal as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collect data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analyze data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write chapters 4 and 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Results organized by Research Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Tables and Figures as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISSERTATION ACTIVITIES</td>
<td>2nd Year in Program</td>
<td>3rd Year in Program</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td>o For qualitative studies (description of qualitative methodology and trustworthiness of the researcher and data analysis)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Chapter 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>o Discussion of results by research question</td>
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<td>0</td>
</tr>
<tr>
<td>o Chapter 3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>o Implications for counseling/counselor education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>o Implications for research/future studies</td>
<td>0</td>
<td>0</td>
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<tr>
<td>o Conclusion</td>
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</tr>
<tr>
<td>• Send completed dissertation to committee after chair approves</td>
<td>0</td>
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</tr>
<tr>
<td>• Dissertation defense</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Make needed edits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>• Submit final document to TaskStream</td>
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</table>
APPENDIX D

Department of Educational Psychology & Counseling

Dissertation Prospectus

Date: _____________

Student’s Name: _______________________________________________________

Address: _______________________________________________________________
                                                                                          
Phone: _______________     E-mail address: ________________________________

Title of Proposed Dissertation:

_____________________________________________________________________
                                                                                          
_____________________________________________________________________
                                                                                          
_____________________________________________________________________
                                                                                          
Anticipated Sem./Yr. to be completed. ________________________________

Approved:

The undersigned comprise the student’s dissertation committee and signatures indicate that the Prospectus has been read and discussed by the student’s doctoral committee. This prospectus has been approved and the student may proceed with the dissertation.

Faculty Names: Date:

_________________________ (chair) ________________________________

_________________________________ ________________________________

_________________________________ ________________________________

_________________________________ ________________________________

_________________________________ ________________________________

01/2013

jd
APPENDIX E

*Full-time Course Sequence*

Courses offered Fall Semester

**The courses listed below are tentatively listed with the respective semester in which they are offered, they are intended to be used as a guide and students may need to be flexible when planning their schedule.**

CE Courses
- COUN 600 – Doctoral Dissertation*
- COUN 601 – EPC Seminar (1 credit)
- COUN 645 – CE Seminar I (3 credits)
- COUN 650 – CE Seminar II (3 credits)
- COUN 655 – Practicum (3 credits)
- COUN 659 – Internship (1-3 credits)

Additional Courses
- Research
  - Quantitative
  - Qualitative
- Cognate
- Certificate

Courses Offered Spring Semester

CE Courses
- COUN 600 – Doctoral Dissertation*
- COUN 659 – Internship (1-3 credits)
- COUN 662 – Advanced Theory & Practice in Counseling (3 credits) – offered even years
- COUN 665 – Advanced Group & Systems Theory (3 credits) – offered odd years
- COUN 670 – Theory & Practice in Counseling Supervision & Consultation (3 credits)
- COUN 675 – Theory & Practice in Counselor Education Teaching (3 credits) – offered odd years

Additional Courses
- Research
  - Quantitative
  - Qualitative
- Cognate
- Certificate
*Doctoral Dissertation consists of a total of a minimum of 24 credits and requires completion of all core courses, successful completion of comprehensive examination, and chair approval prior to taking dissertation credit hours. Once you register for dissertation credit hours you must take at least 3 credit hours each semester including summer until graduation.

Courses offered Summer Semester

CE Courses
- COUN 600 – Doctoral Dissertation*

Additional Courses
- Research
  - Quantitative
  - Qualitative
- Cognate
- Certificate

Course Track Example

FULL TIME ENROLLMENT
Full time enrollment is considered to be between 9-15 credits per semester. It is required that all Doctoral students have two consecutive semesters of full time enrollment. Below is an example of how coursework may be completed on a full time basis.
Year 1 Full Time Enrollment – if entering even year

Fall Semester
- COUN 601 (1 credit)
- COUN 645 (3 credits)
- COUN 650 (3 credits)
- COUN 655 (3 credits)
- Research Course (3 credits)
- Certificate Course (3 credits)
- **10-13 credits**

Spring Semester
- COUN 659 (1-3 credits)
- COUN 665 (3 credits)
- COUN 675 (3 credits)
- COUN 670 (3 credits)
- **10-15 credits**

Summer Semester
- Research Course (3-6 credits)
- Cognate Course (3 credits)
- Certificate Course (3 credits)
- **3-12 Credits**
Year 2 Full Time Enrollment

Fall Semester
- COUN 659 (1-3 credits)
- Research Course (3 credits)
- Cognate Course (3 credits)
- Certificate Course (3 credits)
- **9-15 credits**

Spring Semester
- COUN 659 (1-3 credits)
- COUN 662 (3 credits)
- Research Course (3-6 credits)
- Cognate Course (3 credits)
- Certificate Course (3 credits)
- **9-12 credits**

Summer Semester
- Comp Exam
- Certificate Course (3 credits)
- **3-12 Credits**
### Year 3 Full time Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
</table>
| **Fall Semester** | • COUN 600 (3-12 credits)  
                  | • Certificate Course (3-6 credits)          | 3-15    |
| **Spring Semester**| • COUN 600 (3-12 credits)  
                   | • Certificate Course (3-6 credits)          | 3-15    |
|                   | • GRADUATION POSSIBLE                       |         |
| **Summer Semester** | • COUN 600 (3-12 credits)  
                     | • Certificate Course (3 credits)            | 3-15    |
APPENDIX F

Definition of Terms

ACA: The American Counseling Association. The American Counseling Association’s Ethical Guidelines provide a comprehensive outline of professional guidelines which can be applied in a variety of situations which may create uncertainty. These ethical guidelines can be found at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx.

Current APA Style: APA style refers to the writing style endorsed by the current edition of the Publication Manual put out by the American Psychological Association which provides guidelines related to writing, citing and formatting documents.

CACREP Accreditations: CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs as well as doctoral programs in Counselor Education and Supervision. More information can be found at http://www.caacrep.org/template/index.cfm.

Cognate Courses: The cognate consists of graduate level coursework offered outside the program area (6 credits) and offers students the opportunity to develop an area of expertise that complements their professional goals or to better prepare themselves for dissertation research. These courses may fulfill two purposes: (1) the acquisition of additional skills and knowledge not covered by the prescribed coursework within the program, and (2) the acquisition of skills and knowledge needed to better prepare students to work on their dissertation. Students determine the appropriate cognate courses that best match their academic pursuits; however, they are encouraged to seek consultation with their advisor.

Graduate Assistantship: An assistantship is an appointment as a student employee, which offers a financial stipend to a graduate student for part-time work in teaching, administration, or research. For graduate research assistants, the maintenance fee is paid by the granting agency and is in addition to the stipend paid; tuition for out-of-state students is paid centrally by the university administration. More information related to Graduate Assistantships can be found online at http://gradschool.utk.edu/GradAsstHandbook.pdf.

Institutional Review Board (IRB). There is an IRB specific to the University of Tennessee Knoxville. The Board’s involvement and approval is an integral part of submitting studies for research competencies, dissertation and all research activities. Additional information related to the board can be located at http://irb.utk.edu/.


Minimum Graduate School Requirements, as defined by the Graduate Catalog, The Graduate Catalog, and its parameters related to minimum expectations and requirements can be reviewed at http://catalog.utk.edu/content.php?catoid=2&navoid=27#requ_prog_requ.
NBCC Certification: This refers to certification through the National Board of Certified Counselors, this is separate from a state licensure yet has value in the counseling community. More information on how to obtain this certification can be found at [http://www.nbcc.org/certifications/Default.aspx](http://www.nbcc.org/certifications/Default.aspx)

Doctoral research universities-extensive-The [Carnegie Classification of Institutions of Higher Education](http://www.carnegie-classification.com/) identified these institutions as those which:

- Offer a full range of baccalaureate programs
- Are committed to graduate education through the doctorate
- Give high priority to research
- Award 50 or more doctoral degrees each year
- Receive annually $40 million or more in federal support[^1]

Scientist Practitioner Model. This model, specifically endorsed by the PhD in CE, refers to a mastery of one’s ability to effectively research and practice what he or she has learned through research. This model outlines a need for the collaboration of research based practices applied in every day practice.

University Human Subjects Review Board: The Institutional Review Board (IRB) regulates all research activities involving human subjects on the UT Knoxville campus. The IRB is a committee appointed to ensure rights, safety, and welfare of human research subjects; ensure compliance with all applicable federal and state laws/regulations; and conduct ethical reviews of human research activities including initial, continuation, modification, unanticipated problems and alleged noncompliance. Its primary responsibility is to assure UT Knoxville researchers operate within the provisions of the Federal wide Assurance of Compliance filed with the U.S. Department of Health and Human Services (DHHS) Office for Human Research Protections (OHRP)
APPENDIX G

Student Exit Interview

Student: __________________________ Non UTK email: ________________________

Dissertation Chair: __________________________

1. Year entered program _________

2. Did you complete the program full-time, part-time or both?
   FT __________
   PT __________
   BOTH _______%FT _______%PT

3. Did this program live up to your expectations for doctoral study? Why or why not?

4. Describe your preparedness in each of the following aspects of your future work:

<table>
<thead>
<tr>
<th>unprepared</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 very prepared</th>
</tr>
</thead>
</table>
   o Teaching
     Comments

   | 1 | 2 | 3 | 4 | 5 |

   o Supervision
     Comments

   | 1 | 2 | 3 | 4 | 5 |

   o Research/Scholarship
     Comments

   | 1 | 2 | 3 | 4 | 5 |

   o Administration
     Comments

   | 1 | 2 | 3 | 4 | 5 |
5. Describe quality of:
   - Advising
   - Supervision received (practicum and internship)
   - Instruction in teaching
   - Graduate assistantship
   - Research competency sponsorship
   - Research opportunities

6. Most satisfying aspects of the program?

7. Least satisfying aspects of the program?

8. Suggestions for improvements?

9. Post-graduation plans?

10. Additional comments?

Student Signature ___________________________ Date ___________

Faculty Signature ___________________________ Date ___________