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Welcome!

Congratulations on choosing the University of Tennessee as the institution for your graduate education! There are two master’s degree counseling programs within the Department of Educational Psychology and Counseling: Clinical Mental Health Counseling and School Counseling. Both Programs are accredited by Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The master’s degree requires 60 semester hours, which focus on the development of competencies for those working in clinical and school settings. You will find outstanding counselor educators who will be working with you to fully prepare you for the profession of counseling. The curriculum is designed to prepare you to perform as a professional counselor in your respective setting.

It is up to you to take advantage of the opportunities that these programs have 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 that successful, competent counselors possess.

The faculty in this flagship, land-grant institution expects graduates to serve as leaders in the profession, to continue professional growth, and to be advocates for the clients and students with whom they will work. Due to the rigorous standards and expectations established by the faculty, counselor trainees will successfully complete the required exams and meet educational credentialing standards for Tennessee as well as most states.

Dr. Casey Barrio Minton, Coordinator
Clinical Mental Health Program

Dr. Pamela E. Brott, Coordinator
School Counseling Program
### Program Directory

<table>
<thead>
<tr>
<th>Person</th>
<th>Roles</th>
<th>MS Courses Most often Taught</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casey Barrio Minton</td>
<td>Professor, CMHC Coordinator</td>
<td>Lifespan, psychopathology</td>
<td>Crisis, suicide, teaching, professional development</td>
</tr>
<tr>
<td>Pamela Brott</td>
<td>Associate Professor, SC Coordinator</td>
<td>SC foundations, SC internship, child &amp; adolescent counseling</td>
<td>Accountability in SC programs, professional identity development</td>
</tr>
<tr>
<td>Jeff Cochran</td>
<td>Professor, Department Head</td>
<td>Skills for counseling, child centered play therapy</td>
<td>Counseling relationships, Child Centered Play Therapy</td>
</tr>
<tr>
<td>Joel Diambra</td>
<td>Associate Professor</td>
<td>Ethics &amp; professional orientation, group, internship</td>
<td>Counselor and student development, supervision, group dynamics</td>
</tr>
<tr>
<td>Melinda Gibbons</td>
<td>Professor, PhD Coordinator</td>
<td>Career, practicum</td>
<td>Career development, first-generation college students, FUTURE, PiPES</td>
</tr>
<tr>
<td>Bob Kronick</td>
<td>Professor, University Assisted Community Schools</td>
<td></td>
<td>Full-service schools, at-risk children and youth, social justice</td>
</tr>
<tr>
<td>Shawn Spurgeon</td>
<td>Associate Professor, CMHC Field Experience Coordinator</td>
<td>Theories, cross-cultural counseling, CMHC systems, crisis, practicum, CMHC internship</td>
<td>Professional counselor identity development, adverse childhood experiences</td>
</tr>
<tr>
<td>Laura Wheat</td>
<td>Assistant Professor, GOI Coordinator, SC Field Experience Coordinator</td>
<td>Group, grief, assessment and testing, practicum, CMHC internship</td>
<td>Loss and life transitions across the lifespan</td>
</tr>
</tbody>
</table>

**Kathi Pauling**  
Administrative Assistant & Program Secretary  
Claxton 421  
865-974-1319  
[kpauling@utk.edu](mailto:kpauling@utk.edu)
Description and Program Summary

Our counseling programs focus on development of competencies for the counseling profession in the 21st century. The programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and fulfill educational requirements for licensure in Tennessee and in most other states.

Statement of Purpose

In the Clinical Mental Health Counseling Program at UT, we aim to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

In the School Counseling Program at UT, we aim to equip graduate students with the competencies to excel as PreK-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

Program Objectives

Counseling Graduate Students will:

- attain foundation knowledge necessary for success as professional counselors
- be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
- demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness (CORIS).
- be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.
- as clinical mental health counselors, 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.
- as school counselors, become 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 preK-12 students.

Counselor Education Faculty will:

- provide training and education for master’s degree seeking students to be competent and ethical professional counselors in their respective settings.
- 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 clients/students, parents/guardians, educators, and members of the local community.
• instruct students with a model for promoting social consciousness with a commitment to a pluralistic society.
• instruct school counseling 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 counseling as they relate to the ever-changing world in which we live.

Professional Dispositions

Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). Students and faculty members are expected to behave professionally, as described in the dispositions, both within and outside the classroom. Counselor educators are responsible for monitoring and providing feedback to students who display dispositions that may adversely influence their effectiveness as professional counselors and for identifying strategies for rectifying these behaviors. The program faculty has identified the following professional dispositions as those that are associated with professional success. All students will be provided opportunities to self-reflect and demonstrate each of these dispositions. The acronym CORIS (pronounced ‘chorus’) may help you remember these dispositions.

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Openness</th>
<th>Respect</th>
<th>Integrity</th>
<th>Self-awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment</td>
<td>Openness to ideas, learning, and change</td>
<td>Perceives and honors diversity</td>
<td>Personal responsibility</td>
<td>Humility</td>
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<tr>
<td>Advocacy</td>
<td>Openness to growth</td>
<td>Self-care</td>
<td>Personal integrity</td>
<td>Self-reflection/ exploration</td>
</tr>
<tr>
<td>Professional excellence</td>
<td>Self-development</td>
<td>Wellness</td>
<td>Courage</td>
<td>Place in History</td>
</tr>
<tr>
<td>Civic engagement</td>
<td>Openness to others</td>
<td></td>
<td>Congruence</td>
<td>Personal maturity</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Understand micro/macro perspective</td>
<td></td>
<td></td>
<td>Honesty</td>
</tr>
<tr>
<td>Interpersonal competence</td>
<td>Interpersonal communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Statement of Commitment to ACA Code of Ethics

As a CACREP-accredited program, all students are expected to adhere strictly to both letter and spirit of the American Counseling Association (ACA) Code of Ethics (2014). During the first semester of enrollment in the program, students must become familiar with the American Counseling Association Code of Ethics the relevant aspects of the Tennessee penal code. All training relationships in which students take client/counselor roles are considered client/counselor relationships and, therefore, subject to ethical and legal regulations governing such relationships.

Students are required to sign statements of ethical and legal awareness prior to beginning all clinical experiences. Applicants who accept an invitation to enter the University of Tennessee, Knoxville, M.S. Counseling Programs are affirming their awareness of the ACA ethical standard that “counselors do not condone or engage in discrimination based on age, culture, disability,
ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law.”

Non-discrimination includes students’ willingness to counsel any client representing any of these categories, even if the category involves personal beliefs or lifestyles with which the student counselor does not agree. Referral of clients solely for reasons of personal beliefs and/or values constitutes discrimination and, thus, violation of the ACA Code of Ethics. Students who violate the Code of Ethics are subject to disciplinary action up to and including dismissal from the Counseling Program.

**MS Counseling Requirements**

The *Graduate Catalog* serves as the official source of information regarding curricular requirements. Requirements are duplicated here for student ease of access. To view the 2018-2019 *Graduate Catalog* and associated course descriptions, visit [https://catalog.utk.edu](https://catalog.utk.edu). You can also view sample syllabi for all COUN courses via the program websites at [https://epc.utk.edu/graduate-degrees/](https://epc.utk.edu/graduate-degrees/)

The MS Counseling programs require 60 credit hours of study typically taken over 2-3 years of full-time study. As is illustrated on the next page, this includes

- 33 hours of common coursework for all MS Counseling Students, including 3 credit hours of practicum (100 total hours)
- 15 hours of coursework specific to the CMHC concentration, including 9 credit hours of internship (900 total hours)
- 18 hours of coursework specific to the SC concentration, including 6 credit hours of internship (600 total hours)
- 9-12 hours of electives, depending on CMHC or SC concentration

Some courses within the program require you to work in a school or agency to fulfill course requirements. All students must complete a one-semester, 100-hour counseling practicum. Clinical Mental Health Counseling students must complete a three-semester, 900-hour counseling internship; School Counseling students must complete a two-semester, 600-hour counseling internship. The table on the next page also indicates prerequisites to practicum and internship.
### MS Counseling Curricular Requirements

#### Required Courses for All MS Counseling Students

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>480</td>
<td>Skills for Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>COUN</td>
<td>535</td>
<td>Professional Orientation and Ethics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>551</td>
<td>Theory and Practice of Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>COUN</td>
<td>554</td>
<td>Group Dynamics and Methods</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>COUN</td>
<td>555</td>
<td>Practicum in Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>COUN</td>
<td>545</td>
<td>Critical Issues: Lifespan Development</td>
<td>3</td>
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<tr>
<td></td>
<td>COUN</td>
<td>525</td>
<td>Assessment and Testing in Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>EDPY</td>
<td>682</td>
<td>Educational Research Methods (Preferred) OR Applied Statistical Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDPY</td>
<td>550</td>
<td>Educational Research Methods (Preferred) OR Applied Statistical Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>552</td>
<td>Career Development</td>
<td>3</td>
<td></td>
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<td></td>
<td>COUN</td>
<td>570</td>
<td>Cross-cultural Counseling</td>
<td>3</td>
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<td></td>
<td>SCHP</td>
<td>690</td>
<td>Psychopathology for MH and School</td>
<td>3</td>
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</table>

1 prerequisite to practicum, 2 prerequisite to internship

Total 33 hours

#### Required Courses for CMHC Concentration

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>540</td>
<td>Psychopharmacology for MH and School</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>COUN</td>
<td>556</td>
<td>CMHC and Related Professional Issues</td>
<td>3</td>
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<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in CMHC Semester 1</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in CMHC Semester 2</td>
<td>3</td>
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<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in CMHC Semester 3</td>
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</table>

Total 15 hours

#### Required Courses for SC Concentration

<table>
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<tr>
<th>Year/Term</th>
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<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>550</td>
<td>Foundations in School Counseling</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>COUN</td>
<td>565</td>
<td>Counseling Children &amp; Adolescents</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>558</td>
<td>Internship in SC Semester 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in SC Semester 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED</td>
<td>570</td>
<td>Psych Char of Ind with Dis/Exceptionalities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED</td>
<td>556</td>
<td>Methods of Teaching Stu with Emo &amp; Beh Dis</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

3 Individuals with a teaching license may substitute an elective for this course

Total 18 hours

#### Electives

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>563</td>
<td>Crisis Intervention (strongly rec)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>5XX</td>
<td>Counseling for Addiction (strongly rec)</td>
<td></td>
<td></td>
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</tbody>
</table>

Total 9 hours (SC) or 12 hours (CMHC)
Counseling Electives

Counseling students who are not completing a thesis may choose electives in consultation with their advisors. Students who are completing a thesis will complete 6 hours of COUN 500 and select remaining elective(s) in consultation with their advisors. When selecting remaining electives, we encourage you to

- consider COUN courses first as they are most likely to be applied directly to counseling
- select a series of electives that will allow you to begin building toward an area of specialization (e.g., couples and family, at-risk youth, substance use, health and wellness)

Beginning in Fall 2019, all new students will be required to complete coursework in crisis and addictions as part of the master’s core. Although you are not required to complete these courses, the program faculty strongly recommends you complete the following electives

- COUN 563 Crisis Intervention for Counselors
- COUN 5XX Counseling for Addictions in School and Mental Health Settings

The following includes a list of courses you may wish to consider as electives. However, you may propose additional courses to your advisor.

Counseling Electives

- COUN 504/604 Special Topics
- COUN 5XX Human Sexuality in the Counseling Profession
- COUN 560 Practicum in Grief Support
- COUN 562 Child Centered Play Therapy
- COUN 565 Counseling Children and Adolescents
- COUN 566 Theories of Family Therapy
- COUN 593 Independent Study

Additional Departments and Programs to Consider Electives

- Child and Family Studies
- Educational Psychology
- Nursing
- Nutrition
- Public Health
- Psychology
- Social Work
- Sociology
- Special Education

Course descriptions and additional course information are available via the Graduate Catalog. If you are considering taking courses outside the Counseling Programs, check with the department regarding course offering schedule and prerequisites/permissions that may be required.
Counseling Practicum

All students must complete a one-semester, 100-hour counseling practicum. Practicum is offered every spring semester. Prerequisites for practicum include COUN 480, 535, 551, and 554. 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 submit the practicum application during the semester prior to the term in which practicum is desired. Applications are due October 1st.

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

The practicum requires 100 hours of which 40 are direct counseling experiences. Although it may be possible to meet the requirements one day per week on site, this experience usually requires you to spend two days per week on site. Direct counseling experiences are individual and group counseling sessions in a clinical or school setting to develop an expertise in counseling theory and strategies. Counseling sessions conducted in practicum will be audio recorded in accordance with careful attention to ethical and legal requirements around supervision and confidentiality.

In addition to participating in two hours of group supervision each week with a faculty instructor, you will be supervised a minimum of one hour each week by your site supervisor and one hour per week with a doctoral-level student who is under the supervision of a faculty member.

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.

School Counseling Students: As part of your Practicum experiences, you will be required to complete the Fieldwork Experience for School Counseling Students (Appendix J). 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.
Counseling Internship

Clinical Mental Health Counseling students must complete a three-semester, 900-hour counseling internship; School Counseling students must complete a two-semester, 600-hour counseling 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 settings. The internship experience is characterized in the following manner:

1. The experience occurs after the successful completion of practicum (COUN 555).
2. The experience is offered for academic credit.
3. It is offered in school and clinical settings serving clients/students appropriate to the setting.
4. The experience is broader than the practicum experience and allows the intern to be exposed to cases, situations, counseling services, and professional environments that are considered representative of the role and function of a counselor.
5. The experience occurs on a part-time basis (20 hours per week) over two semesters for school counseling interns (600 total hours, 240 direct) and three semesters for clinical mental health counseling interns (900 total hours, 360 direct).
6. Individual supervision and primary responsibility for the intern rests with the on-site supervisor.
7. The student participates in an average of 1.5 hours per week of group supervision with a faculty instructor.
8. The student participates in biweekly individual or triadic supervision with a doctoral-level student who is under the supervision of a faculty member.

Preferences for internship sites should be compatible with your future goals and selected in consultation with your advisor and/or placement coordinator. A contract for the internship experience is prepared and agreed upon by the site supervisor, faculty supervisor, and you. The contract identifies internship objectives, describes appropriate experiences for the achievement of the objectives, and outlines an evaluation plan for determining the achievement of each objective.

In order to register for Internship, each student must be formally admitted to the department as a degree-seeking candidate and have successfully completed COUN 555. To register for internship, you must complete and submit the internship application to the placement coordinator during the semester prior to the term in which the internship is desired. Applications are typically due October 1st (spring placements) and March 1st (fall placements).

Each student will receive the Internship Handbook. This handbook will assist you in planning, documenting, and evaluating internship experiences. In addition, site supervisors will receive the Internship Handbook.

School Counseling Students: School counseling students are to choose at least two out of three settings (e.g. elementary, middle, or high school) for the clinical experiences to meet the state requirements for licensure as a school counselor.
Dual-Track Licensure Preparation Option

Students admitted to the CMHC and School Counseling programs have the opportunity to complete dual-track licensure preparation requirements. The completed coursework will provide the student with a structured method for meeting the academic requirements for licensure as a Professional Counselor (LPC) and as a Professional School Counselor in the state of Tennessee. The dual licensure preparation requires a total of 63 hours. Faculty permission and an application are required, and students must declare their intentions during the first semester in their program. Faculty will make a determination regarding all applications and inform students before the Fall semester ends. Selected students remain in the program for which they were admitted (i.e., school or CMHC) but agree to and are expected to complete the dual licensure preparation requirements.

Advisement and Mentoring

Advisement

The faculty believes in group process, human connections, and person to person interactions. These qualities are reflected in our courses and in our communications and interactions between faculty and students. We value the life and development of each student, and we strive to demonstrate this value by challenging you to be the best professional counselor you can be and by supporting you when there is a need.

You will be assigned an advisor when first admitted to a program. You are required to meet at least once each semester with your advisor to establish and maintain an individualized course of study and to address additional advisement questions. During this meeting, the student and the advisor discuss issues related to program matriculation such as registration, course offerings, elective options, and field placements. Additionally, these advising meetings include a discussion about time-, self-, and life-management while thriving in a rigorous graduate program.

Plan of Study

You are responsible for contacting your advisor to set up an advising meeting within the first six weeks of the program. 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 (Appendix B) form should be completed during your first semester of enrollment and updated each spring semester. Clinical Mental Health Counseling: See Appendix C for suggested sequencing of courses. School Counseling: See Appendices D & E for suggested sequencing of courses.

Memo of Program Expectations

A statement of expectations is found in Appendix A for you to read and sign to indicate your understanding of the importance of advising and careful course selection.

Mentoring

UT offers an active chapter of Chi Sigma Iota (CSI). CSI is the international professional counseling honor society developed to promote and enhance the counseling profession. Upsilon Theta chapter of Chi Sigma Iota provides a wide range of opportunities for involvement including
professional development, advocacy events, community engagement, social gatherings, and mentoring. The mentoring program provides incoming students with advanced graduate student mentors who help them navigate the program during their first year.

Furthermore, our students take responsibility for reaching out to each other. As each succeeds, all excel. Our faculty works to continue this tradition with each set of new students and with helping advanced students reach out to new students.

**Program Length and Pacing of Graduate Study**

The 60-credit hour master’s degree can be completed in as little as 2 years, which includes 2 summers. We are careful to help students meet this time frame, and we also want you to know that rigorous graduate studies in the Counseling Programs should be a critically important and significantly life-enhancing addition to your professional and personal development. Therefore, we encourage students to get the full value of all courses and experiences by studying at a pace that maximizes their individual learning and development experiences. Some students select courses of study that span three or four years. The Graduate School’s policy is that the maximum time restriction courses can be used toward the master’s degree is six years.

**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. We recommend *no more than* 12 credit hours in any long semester, 9 credit hours in the summer term, and six to nine credit hours during your internship semesters. Taking too many courses during the summer makes it difficult to fully process the information you are learning.

**Summer Courses**

Our MS curriculum is delivered across the calendar year, including two summer summers. Although this supports shorter time to degree, it also creates a necessity of summer study as some courses are offered in summers only. *You will need to make yourself available during two summers.*

**Part-time Study Option**

Although most students pursue the program full-time, you can work with your advisor to design a part-time course of study that serves your personal needs as well as your educational and graduate program needs. Be aware that practicum and internship requirements often conflict with full-time work. You will likely need to provide services at your site at the same time you would be at your job. Part-time students usually delay practicum as long as possible, then leave or significantly reduce employment during practicum and end outside employment during internship. This can be an effective way to complete the degree requirements in a timely way.
Self-Growth and Self-Disclosure as Part of the Program

Self-awareness and investment in one’s own personal growth are widely regarded as essential components of the counselor preparation process. CACREP standards mandate participation in experiential small groups and engagement in exploration regarding social and cultural diversity. The faculty also strives to integrate attention to personal growth throughout the curriculum. Consistent with ACA Code of Ethics, self-disclosures are not be used as a basis for grading in program courses. However, should information be disclosed indicating impairment or the potential for harm to clients, the program faculty may need to initiate remediation via a problem identification meeting as discussed in the Academic Performance: Evaluation and Retention of Students section of this handbook.

Professional Organizations

Students will have the opportunity to develop their professional and personal selves in a number of ways, including awareness of and participation in professional organizations. Leadership opportunities within these organizations will be made available to students for consideration both during their program of study and after graduation.

The University of Tennessee Counselor Education faculty values our identity as professional counselors and hope that all graduate students enrolled in our counseling programs 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) in the first year of study.

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 students enrolled in counseling programs at UT.

We believe that joining the ACA 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 COUN 535 instructor proof of membership.

In addition, students may benefit from joining state and local professional affiliates of ACA including the Tennessee Counseling Association (TCA) and Smoky Mountain Counseling Association (SMCA). We will work to make you aware of other professional organizations that support counselor identity and development and provide specialty information related to your study. For example, school counseling students are encouraged to join the American School Counselor Association (ASCA) during their second year of study and may find it beneficial to join the Tennessee School Counselor Association (TSCA). CMHC students may benefit from exploring the American Mental Health Counselors Association (AMHCA) and Tennessee
Licensed Professional Counselors Association (TLPCA). All students may benefit from exploring relevant divisions of the American Counseling Association.

Finally, we encourage all students to become active members of Upsilon Theta chapter of Chi Sigma Iota (CSI). CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Our local chapter, Upsilon Theta (UT-CSI), was founded in 2004 and has 263 members, of which 63 are currently active. A large leadership team of master’s and doctoral students work together to support our local counseling community. Our goals are to

- Promote understanding of and commitment to professional advocacy
- Promote understanding of and commitment to community engagement
- Develop community within chapter and program
- Initiate and support professional development among membership and broader community

**Additional Program Requirements**

**Fingerprinting/Criminal History/Background Check and Child Protection Training**

Tennessee state law requires all graduate students who work in direct contact with K-12 students in schools to complete a fingerprinting, criminal history, and background check. No student will be able to begin the Program without verification of completing and passing these requirements. See Appendices F and G for instructions. In addition, an online child protection training must be completed. See Appendix H.

Students in CMHC settings are subject to regulations specific to the agencies in which they are placed. You should expect to complete fingerprinting, background checking, and drug screening as part of the placement process.

**Drug Screening Test**

Students in SC settings with Knox County Schools will be required to complete drug screening test must be completed every 12 months. See Appendix I.

**Liability Insurance**

All students are required to carry active liability insurance throughout their time in practicum and internship. Liability insurance is included in student membership of the American Counseling Association (ACA) and/or American School Counselor Association (ASCA).
Technology Requirements

It is expected that graduate students will have the necessary computer competency skills and access to technology that are requisites in this age of technology. The Office of Information Technology (OIT) provides help with technology via online https://help.utk.edu/footprints/contact/ or phone (865) 974-9900 or walk-in HelpDesk at Services in the Commons.

Taskstream Subscription

Our programs utilize Taskstream, an assessment management system, to support student progress and meet CACREP accreditation requirements for student assessment and 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 accomplishments 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 a midterm evaluation; you will repeat this process at the end of the semester. 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>Ph.D. 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. Second, you will help Taskstream associate you with your specific program.

Step 1: Purchase Taskstream  Go to 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 DUAL2017 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.

**Academic Performance Expectations**
Throughout the program students are expected to demonstrate their mastery of knowledge and skills. This includes completing work in compliance with the university Academic Honesty policy and maintaining acceptable grade point average. Academic appeals are handled in accordance with university policy

**Academic Honesty**
If students engage in unethical behavior, criminal behavior, or academic dishonesty, the program faculty will initiate remediation using university policies and procedures noted in Hilltopics [https://hilltopics.utk.edu](http://https://hilltopics.utk.edu) and via a problem identification meeting as discussed in Academic Performance: Evaluation and Retention of Students section of this handbook.
Grade Point Average

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 Appeals Procedure

Ideally, academic concerns or problems are addressed initially at the departmental level. Students first consult their advisor, then their program coordinator, and then the department head before pursuing other courses of action. The Graduate Council Appeal Procedure can be obtained via web or at the Graduate School. Normally, grievances should be handled first at the department level. Further appeal may be made to the dean of the respective college, the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School. Appeals may involve the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education and the issuance of grades based on specific allowable reasons stipulated in the Graduate Council Appeal Procedure. Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in Hilltopics under “Disciplinary Regulations and Procedures.” Students with grievances related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the Office of Equity and Diversity, 1840 Melrose Avenue.

Evaluation and Retention of Students

Program faculty review student progress on a regular basis and attend carefully to assist students in need, as well as to celebrate excellence in each developing counselor. In alignment with the ethical guidelines of the American Counseling Association and accreditation standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Counselor Education faculty has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers academic abilities, clinical skills, and professional dispositions when making retention decisions about students’ awareness.

The program dispositions serve as the focal point for identifying and confronting concerns related to professional dispositions. As such, students are expected to adhere to and strive for excellence in each of the identified dispositional areas. Each student is assessed each semester on dispositional behavior and provided with feedback regarding their progress. And each faculty member provides feedback regarding student progress in the classroom. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:
Commitment: Counseling identity, Investment, Advocacy, Collaboration, Interpersonal Competence
Openness: Ideas, Learning, Change, Feedback, Others, Self-development
Respect: Self, Others, Diversity, Self-Care, Wellness
Integrity: Personal responsibility, Maturity, Honesty, Courage, Congruence
Self-awareness: Humility, Self-reflection, Understanding Place in History

All students are assessed using these dispositional characteristics as the focal point of the assessment and receive feedback regarding their progress in the program. Each spring, feedback is posted in the student’s Taskstream account. As necessary, additional 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 areas evaluated are provided the following assistance in order to improve their performance:

1. Meeting with your Advisor
The advisor meets with the student and gives specific examples of difficulties which have been identified by the faculty member in class, during field experience, or during regular student review meetings. The student and the advisor discuss minimal change expectations and procedures. The advisor documents the interaction with written feedback regarding the meeting, salient points made during the meeting, and steps agreed upon by both parties. A decision is made at this time as to the seriousness of the problem. Steps for resolution are recommended and both parties agree upon a timeframe for remediation. The student’s progress will be reviewed by the faculty.

2. Recurring or Critical Problems
If the problem is a continuing one, or is critical, the program coordinator may appoint a team of faculty members to meet with the student. This meeting serves as a formal Problem Identification Meeting (PIM). The concerns are delineated in writing and given to the student at the beginning of this meeting. During this meeting, the student is given an opportunity to respond to the concerns. The faculty members provide specific information about the problem identified, steps needed for solution, and time frame allowed prior to determining whether or not further action is merited. A contract clearly stating areas that need to be improved upon 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. This meeting serves as a behavioral contract designed to remediate concerns and foster positive student development and growth.

3. Insufficient Progress, Withdrawal, Advising
If the student does not make progress toward resolution of the identified problem(s) in the timeframe set forth during the PIM, and if the faculty agrees that the student will not be able to successfully achieve the academic content, clinical skills, or professional dispositions needed to meet program requirements, the faculty may recommend withdrawal or dismissal from the program. 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 stated procedures are in accord with the accepted educational practices and guidelines of the American Counseling Association 2014 *Code of Ethics*. 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.

28 Culminating Requirements

Admission to Candidacy

All students will need to complete an *Admission to Candidacy* form and application for graduation 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 program coordinators will announce deadlines for submitting a first copy of the admission to candidacy form each semester and will notify MS students of “committee members” to include on the form. Upon receipt of an acceptable form, the program coordinators will route for signatures and ensure the form is submitted to the Graduate School by the university deadline. The Admission to Candidacy form can be downloaded at: https://gradschool.utk.edu/forms-central/

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

Policy for Comprehensive Examinations

All counseling students must take a comprehensive final examination prior to graduation. Comprehensive examinations are offered each fall and spring semester. The exams cover all core curricular areas. Therefore, students need to complete core courses prior to or during the academic semester of their comprehensive exams. The following information outlines the comprehensive examination policy.

- All students must complete an application form by the deadline announced by the program coordinators (typically 9/1 for fall graduation and 2/1 for spring or summer graduation).
- Each semester the faculty meets with students to discuss the comprehensive examination and to provide guidelines on how to study for the examination.
- Students must be in their last fall or spring semester of classes in order to take the comprehensive examination.
- All counseling students take the same examination.
• Comprehensive examination scores are Fail or Pass.
• According to the Graduate Catalog, “In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.” ([http://catalog.utk.edu](http://catalog.utk.edu)). To be eligible to retake the comprehensive examination, students must register for COUN 502 during the semester the comprehensive is retaken.
• The master’s comprehensive exam will be administered in **two parts**.

**Part 1: Counselor Preparation Comprehensive Examination (CPCE)** is a standardized examination administered by the Center for Credentialing & Education. This is a computerized examination used by over 400 counseling programs across the country. It will provide the program – and you – immediate feedback regarding your performance in the eight CACREP core areas:
  • Professional counseling 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
Coincidentally, this examination is written by the same company that offers the NCE; both the CPCE and the NCE cover the same eight core areas. The cost of the CPCE is $75.

**Scoring:** The CPCE is an objective examination. To pass the CPCE
  • students must score no lower than one standard deviation below the mean of the CACREP-accredited norm group
  • students must pass at least 6 of 8 core area plus the total score

**Part 2:** The afternoon following the CPCE, you will have up to two hours to write one locally-developed essay question. The question will be designed to help you demonstrate integration of knowledge with attention to counseling setting, demonstrate professional and clinical writing skills, demonstrate ability to conceptualize key issues in counseling relationships, and demonstrate understanding of counselors’ roles within systemic context of schools and community agencies. The question will be based on a current issue and case/scenario.

**Scoring:** The essay will be blind-reviewed by three faculty members who use a standardized program rubric. Students pass this section with majority (at least 2 of 3) ratings of pass on the rubric.
Admission to Candidacy

1. Students must pass both Part I and Part II to pass the examination and be eligible to be admitted to candidacy.

2. Students who do not meet passing cut-point on Part I must work with advisor and examination chair to develop a paper or project in which they demonstrate proficiency in CACREP standards related to the area(s) of concern. Students who do not receive at least 2 (of 3) holistic passes on Part II must work with advisor and examination chair to (1) rewrite response/s to satisfactory level and (2) develop a paper or project in which they demonstrate proficiency in CACREP standards related to the area(s) of concern as indicated on rubric ratings.

3. Students will present remediation paper and/or project to an examination committee and, if committee indicates approval to proceed, meet with committee for an oral defense of Part I and/or II.

4. Students who do not receive committee approval to move forward with written papers/projects OR who do not pass oral defense must register for at least one credit of COUN 502 Use of Facilities to allow time for mentored study in preparation for a second attempt at the entire examination.

5. Students have two opportunities to pass the examination. Students who are unable to pass both Parts I and II by the second attempt will be dismissed from the program.

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 subject area examination for school counselor PreK-12. Apply on-line at http://www.ets.org/praxis

National Counselor 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. The NCE is required for licensure in a number of states and is also a prerequisite to the National Certified Counselor credential.

Policy on Endorsements

Students who matriculate through and graduate from the counseling programs are prepared to work with clients in different clinical mental health and school settings. Faculty members within the program work directly with students as they develop their self-awareness, clinical skills, and theoretical orientation. Additionally, faculty members make students aware of potential employment opportunities throughout the program; notifications are made by email, during individual advising meeting, and during group advising meetings. Student employment is an ongoing part of student development, and faculty members work to be aware of community opportunities for students.

Student endorsement is an essential component of this process. Endorsement includes a faculty member’s willingness to provide a reference for employment, to note program completion, and to
provide a letter of support for licensure. Typically, the program coordinator serves as the contact person for certification and licensure endorsement. However, any faculty member can serve as a reference for employment. It is important to note that faculty members are not required to endorse students. Student endorsement is based on student performance during their program of study, including a commitment to dispositional behaviors and academic performance in the classroom.

The faculty 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 appropriate coursework for the desired credential.
4. Completion and appropriate performance in supervised practicum and internships.
5. School Counseling Students: Completion of the form from the UTK licensure office located at BEC 332 (see Appendices L & M).

Requirements for Licensure

Licensed Professional Counselor

All U.S. states and most territories regulate the practice of counseling through licensure. Although the content and specifics of licensure laws vary by state, they all contain the 3-Es: Education, Examination, and Experience.

- **Education** – master’s degree with a specific number of credit hours and specific coursework
- **Examination** – credentialing examination, often offered by a national testing company
- **Experience** – certain number of supervised counseling hours in the years following graduation

To practice counseling outside the public school or religious setting in Tennessee, one must be Licensed as a Professional Counselor. Definitions of counseling, educational requirements for licensure, examination requirements for licensure, and experience requirements for licensure vary widely from state to state.

UT’s CMHC program is aligned to educational requirements for the LPC-MHSP in Tennessee. As a CACREP-accredited program, our curriculum meets educational requirements for most other states as well. In addition, our program prepares students to take the most common licensure examination, the National Counselor Examination (NCE) prior to graduation. Our graduates also take the National Clinical Mental Health Counseling Examination (NCMHCE) prior to licensure as an LPC-MHSP. Finally, UT’s program exceeds the minimal number of field hours needed in a graduate program. Once our students graduate, they are prepared to begin working under an approved supervisor to accrue the 3000 post-graduate hours required for licensure.

If you expect to practice outside the state of Tennessee, we urge you to investigate educational, experience, and examination requirements in states of interest so your advisor can help you
customize your time in the program by choosing electives that fill any state-specific curricular requirements.

To access a directory of state licensure boards, visit
https://www.counseling.org/knowledge-center/licensure-requirements

The CMHC program prepares you to begin work as an entry-level counselor in a variety of settings. The faculty assumes that you will pursue continuing education to develop beyond the level of minimum competence. Continuing education includes further coursework, attendance at workshops and conferences, participation in supervised practice, and reading current professional literature.

Licensed Professional School Counselor
Each state sets the requirements for certification or licensure as a school counselor. In general, the 3-Es (education, experience, and examination) hold true for school counselor certification or licensure and will vary state to state. Contact the state department of education where you want to be employed as a school counselor for specific application information.

To access a directory of state licensure boards, visit
https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements

UT’s School Counseling Program is aligned to educational requirements for the practitioner school counselor license endorsed for counseling PreK-12 in Tennessee. As a CACREP-accredited program, our curriculum meets educational requirements for most other states as well. In addition, our program prepares students to take the Praxis subject area examination for school counselor PreK-12. Students may consider taking the National Counselor Examination (NCE) prior to graduation as well. Once our students graduate, they are prepared to begin working as a school counselor.

Career Advisement
The completion of a master’s degree does not guarantee employment. However, faculty members will provide career advisement to graduates of the program that includes up-to-date information about employment opportunities.

Financial Aid & Fellowships
We understand graduate education requires a substantial investment. The university and department offer some resources that may be helpful for your consideration.

To access the Graduate School information about costs and funding, visit
https://gradschool.utk.edu/graduate-student-life/costs-funding/

To access department information about costs and funding, including assistantship options, visit
https://epc.utk.edu/financial-aid/
Each year two/three fellowships are available for 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 (CMHC; SC) $1000.00 (alternating CMHC/SC)
Helen Carter Murray Fellowship (SC) $500.00 (amount varies)
Eugene & Mary Sue Akins Fellowship (SC) $500.00 (amount varies)

**Additional Fees to Anticipate**
(as of 8/29/2018)

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee (yearly unless specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs at beginning of (and some throughout) program</td>
<td></td>
</tr>
<tr>
<td>ACA*</td>
<td>$102 (includes liability insurance for master’s level students)</td>
</tr>
<tr>
<td>Taskstream*</td>
<td>$50 for one year</td>
</tr>
<tr>
<td></td>
<td>$139 for seven years</td>
</tr>
<tr>
<td>Fingerprinting (Knox County Schools)**</td>
<td>$32.65 – one-time fee</td>
</tr>
<tr>
<td>Drug Screening (Knox County Schools)**</td>
<td>$58</td>
</tr>
<tr>
<td>ASCA (SC and dual track)</td>
<td>$69</td>
</tr>
<tr>
<td>CSI International (strongly recommended)</td>
<td>$50 ($40 after first year)</td>
</tr>
<tr>
<td>Costs near end of program</td>
<td></td>
</tr>
<tr>
<td>CPCE*</td>
<td>$75 – one-time fee</td>
</tr>
<tr>
<td>NCE</td>
<td>$185 ($275 for graduates) – one-time fee</td>
</tr>
<tr>
<td>PRAXIS Professional School Counselor**</td>
<td>$120 – one-time fee</td>
</tr>
</tbody>
</table>

*required for all students  **required for school counseling students

Note: additional fees may be required based on site assignments.

**Other Sources of Information**

All graduate students are expected to utilize Volmail for official email communications, inform the department of current address and phone number, and update the department about any changes.

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

**Facilities Available in Bailey (BEC) and Claxton (CC)**

Some of the student support facilities available in Claxton are:

- The renovated Counselor Education Laboratory/Clinic will open in early Fall 2018 and will include a conference room, three group rooms, and four individual counseling/supervision rooms. You may reserve space to use for counseling, supervision, role-play, or research activities via https://utkcounseling.skedda.com/
• The Instructional Services Center (Claxton 424) maintains an inventory of equipment and resources of student and faculty checkout. This equipment may be helpful in recording practice sessions and preparing class and conference presentations, especially until new clinic recording and technology equipment goes live in late Fall 2018. See https://isc.utk.edu/ for details.

• The CEHHS offers a student study space in BEC 401.

• The university includes multiple computer labs for student use. The most convenient lab is located in BEC 401.
Appendix A

Memo of Program Expectations

The 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.

As part of your 60-credit hour master’s degree, you are required to successfully complete one semester of practicum (spring) and two or three semesters of internship. For clinical mental health counseling, two semesters of internship are required (fall/spring/summer). For school counseling, two semesters of internship are required (fall, spring); these experiences must occur in two of the three settings (i.e., elementary school, middle school, high school).

Furthermore, 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 counselor, and to identify strategies for rectifying these behaviors. The program faculty has identified the following professional dispositions (CORIS) 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
- Scholar/practitioner
- Collaboration
- Interpersonal competence

**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

**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

By signing below, I attest to having read the Handbook, attended the Program orientation, and to abiding by the expectations set out in this document. Further, all of my questions have been addressed. 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. 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.

Signature ___________________________ Date ____________

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Appendix B

PLAN OF STUDY
MS Counseling Advisement Update

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>CMHC</th>
<th>No</th>
<th>SC</th>
<th>Check if dual track</th>
</tr>
</thead>
</table>

This is an advising form we will use to support you as you navigate your program. Each spring we will ask you to submit an updated plan to Taskstream. This should include courses taken and grades earned as well as updates regarding your enrollment plans for the remainder of your program.

This form does not take the place of your Program Handbook, the Graduate Catalog, or official Graduate School documents such as the Admission to Candidacy or Graduation Application.

---

**Required Courses for All Students**

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>480</td>
<td>Skills for Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>535</td>
<td>Professional Orientation and Ethics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>551</td>
<td>Theory and Practice of Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>554</td>
<td>Group Dynamics and Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>555</td>
<td>Practicum in Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>545</td>
<td>Critical Issues: Lifespan Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>525</td>
<td>Assessment and Testing in Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDPY</td>
<td>682</td>
<td>Educational Research Methods (Preferred) OR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDPY</td>
<td>550</td>
<td>Applied Statistical Concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>552</td>
<td>Career Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>570</td>
<td>Cross-cultural Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCHP</td>
<td>690</td>
<td>Psychopathology for MH and School</td>
<td>3</td>
<td></td>
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1 prerequisite to practicum, 2 prerequisite to internship

Total 33 hours

**Required Courses for CMHC Students**

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>540</td>
<td>Psychopharmacology for MH and School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>556</td>
<td>CMHC and Related Professional Issues</td>
<td>3</td>
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<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in CMHC Semester 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in CMHC Semester 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in CMHC Semester 3</td>
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Total 15 hours

---

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### Required Courses for SC Students

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>550</td>
<td>Foundations in School Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>565</td>
<td>Counseling Children &amp; Adolescents</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>558</td>
<td>Internship in SC Semester 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>559</td>
<td>Internship in SC Semester 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED</td>
<td>570</td>
<td>Psychology and Characteristics of Individuals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>with Disabilities/Exceptionalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED</td>
<td>556</td>
<td>Methods of Teaching Students with</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Emotional &amp; Behavioral Disorders</td>
<td></td>
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</table>

 Individuals with a teaching license may substitute an elective for this course  

**Total 18 hours**

### Electives

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Prefix</th>
<th>#</th>
<th>Course Title</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>563</td>
<td>Crisis Intervention (strongly rec)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN</td>
<td>5XX</td>
<td>Counseling for Addiction (strongly rec)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 9 hours (SC) or 12 hours (CMHC)**

### Internship Planned

Semesters/Year

### Comprehensive Examination Planned

- [ ] Fall
- [ ] Spring

Year

### Graduation Application One Semester Early

Semester/Year

### Graduation Planned

Semester/Year

### Milestones Check

- [ ] Practicum prerequisites completed before practicum
- [ ] Internship prerequisites completed before internship (SCHP 690 may be with Intern I)
- [ ] All core courses completed prior to or concurrent with comprehensive examination
- [ ] All electives at the graduate level
- [ ] All special topics courses 3 credit hours (or sum to 3 credit hours)
- [ ] Graduation application planned for semester prior to graduation

### What, if any, additional coursework have you taken or do you plan to take?

### What support or feedback do you need from your advisor?

---

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## CLINICAL MENTAL HEALTH COUNSELING: Recommended Sequence of Courses

### Option 1: Fall Start

**Fall 1**  
COUN 480 Skills  
COUN 535 Ethics & Orientation  
COUN 551 Counseling Theories  
COUN 554 Group

**Spring 1**  
COUN 545 Development  
COUN 555 Practicum  
COUN 556 CMHC  
COUN 525 Assessment & Testing

**Summer 1**  
COUN 540 Psychophar  
SCHP 690 Diagnosis  
EDPY 682 Research  
Elective (opt)

**Fall 2**  
COUN 552 Career  
COUN 570 Cross-Cultural  
COUN 559 Internship

**Spring 2**  
COUN 559 Internship  
Elective  
Elective

**Summer 2**  
COUN 559 Internship  
Elective  
Elective (opt)

### Option 2: Fall Start

**Fall 1**  
COUN 480 Skills  
COUN 535 Ethics & Orientation  
COUN 551 Counseling Theories  
COUN 554 Group

**Spring 1**  
COUN 545 Development  
COUN 555 Practicum  
COUN 556 CMHC  
COUN 525 Assessment & Testing

**Summer 1**  
COUN 540 Psychophar  
SCHP 690 Diagnosis  
EDPY 682 Research

**Fall 2**  
COUN 552 Career  
COUN 570 Cross-Cultural  
COUN 559 Internship

**Spring 2**  
COUN 559 Internship  
Elective

**Summer 2**  
COUN 559 Internship  
Elective

**Fall 3**  
Elective  
Elective

### Option 3: Summer COUN 480 Start

**Fall 1**  
COUN 535 Ethics & Orientation  
COUN 551 Counseling Theories  
COUN 554 Group  
Elective

**Spring 1**  
COUN 545 Development  
COUN 555 Practicum  
COUN 556 CMHC  
COUN 525 Assessment & Testing

**Summer 1**  
COUN 540 Psychophar  
SCHP 690 Diagnosis  
EDPY 682 Research

**Fall 2**  
COUN 552 Career  
COUN 570 Cross-Cultural  
COUN 559 Internship

**Spring 2**  
COUN 559 Internship  
Elective  
Elective

**Summer 2**  
COUN 559 Internship  
Elective
APPENDIX D

SCHOOL COUNSELING: Recommended Sequence of Courses (summer matriculation)

First Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 480</td>
<td>Skills for Counseling</td>
</tr>
<tr>
<td>SPED 557</td>
<td>Classroom Management</td>
</tr>
</tbody>
</table>

First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>COUN 535</td>
<td>Orientation to Counseling and Ethics</td>
</tr>
<tr>
<td>Fall</td>
<td>COUN 551</td>
<td>Theory and Practice of Counseling</td>
</tr>
<tr>
<td>Fall</td>
<td>COUN 554</td>
<td>Group Dynamics and Methods</td>
</tr>
<tr>
<td>Fall</td>
<td>COUN 570</td>
<td>Cross-Cultural Counseling</td>
</tr>
<tr>
<td>Spring</td>
<td>COUN 545</td>
<td>Critical Issues in Counseling (Lifespan Dev.)</td>
</tr>
<tr>
<td>Spring</td>
<td>COUN 550</td>
<td>Foundations in School Counseling</td>
</tr>
<tr>
<td>Spring</td>
<td>COUN 555</td>
<td>Practicum in Counseling</td>
</tr>
<tr>
<td>Spring</td>
<td>SPED 570</td>
<td>Psych &amp; Charac of Ind with Disab/ Except</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(required if you not have an education degree)</em></td>
</tr>
</tbody>
</table>

Second Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 565</td>
<td>Counseling Children and Adolescents</td>
</tr>
<tr>
<td>COUN 563</td>
<td>Crisis Intervention for Counselors <em>(recommended elective)</em></td>
</tr>
<tr>
<td>SCHP 690</td>
<td>Psychopathology in School and Mental Health</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>COUN 552</td>
<td>Career Development</td>
</tr>
<tr>
<td>Fall</td>
<td>COUN 558</td>
<td>Internship in School Counseling (3 credits)</td>
</tr>
<tr>
<td>Fall</td>
<td>EDPY 550</td>
<td>Applied Statistical Concepts</td>
</tr>
<tr>
<td>Fall</td>
<td>ELECTIVE</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>COUN 525</td>
<td>Assessment and Testing in Counseling</td>
</tr>
<tr>
<td>Spring</td>
<td>COUN 558</td>
<td>Internship in School Counseling (3 credits)</td>
</tr>
<tr>
<td>Spring</td>
<td>ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

SUMMER COURSE OPTIONS (Typically)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 504</td>
<td>Human Sexuality (even years)</td>
</tr>
<tr>
<td>COUN 562</td>
<td>Child Centered Play Therapy (odd years)</td>
</tr>
<tr>
<td>COUN 563</td>
<td>Crisis Intervention for Counselors</td>
</tr>
<tr>
<td>COUN 565</td>
<td>Child and Adolescent Counseling</td>
</tr>
<tr>
<td>COUN 5xx</td>
<td>Counseling for Addiction</td>
</tr>
<tr>
<td>SCHP 690</td>
<td>Psychopathology in School and Mental Health Settings <em>(last offered Su 2019)</em></td>
</tr>
</tbody>
</table>

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

Semester Classes Typically Offered (not guaranteed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 480</td>
<td>Su/F/Sp</td>
</tr>
<tr>
<td>COUN 552: F</td>
<td>COUN 551: F</td>
</tr>
<tr>
<td>COUN 550: Sp</td>
<td>COUN 560: F</td>
</tr>
<tr>
<td>COUN 554: F</td>
<td>COUN 563: Su</td>
</tr>
<tr>
<td>COUN 555: Sp</td>
<td>COUN 565: Su</td>
</tr>
<tr>
<td>COUN 5xx: Su</td>
<td>SPED 557: Sp/Su</td>
</tr>
<tr>
<td>EDPY 550: F/Sp</td>
<td>EDPY 682: Su (online)</td>
</tr>
<tr>
<td>SCHP 690: Su</td>
<td>SPED 570: Sp</td>
</tr>
</tbody>
</table>

32
# APPENDIX E

**SCHOOL COUNSELING: Recommended Sequence of Courses (fall matriculation)**

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 480: Skills for Counseling</td>
<td>COUN 545: Critical Issues in Counseling (Lifespan Dev.)</td>
</tr>
<tr>
<td>COUN 535: Orientation to Counseling and Ethics</td>
<td>COUN 550: Foundations in School Counseling</td>
</tr>
<tr>
<td>COUN 551: Theory and Practice of Counseling</td>
<td>COUN 555: Practicum in Counseling</td>
</tr>
<tr>
<td>COUN 554: Group Dynamics and Methods</td>
<td>SPED 570: Psy &amp; Charac of Ind with Disab/ Except (required if you not have an education degree)</td>
</tr>
</tbody>
</table>

### First Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 563: Crisis Intervention for Counselors</td>
<td><em>(recommended elective)</em></td>
</tr>
<tr>
<td>COUN 565: Counseling Children and Adolescents</td>
<td></td>
</tr>
<tr>
<td>SCHP 690: Psychopathology in School and Mental Health Settings</td>
<td></td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 552: Career Development</td>
<td>COUN 525: Assessment and Testing in Counseling</td>
</tr>
<tr>
<td>COUN 570: Cross-Cultural Counseling</td>
<td>SPED 556: Methods of Teach. Stu w/Autism Spectrum Disorders</td>
</tr>
<tr>
<td>COUN 558: Internship in School Counseling (3 credits)</td>
<td>COUN 558: Internship in School Counseling (3 credits)</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>EDPY 550: Applied Statistical Concepts</td>
</tr>
</tbody>
</table>

### Second Summer

**SUMMER COURSE OPTIONS (Typically)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 504: Human Sexuality</td>
<td><em>(even years)</em></td>
</tr>
<tr>
<td>COUN 562: Child Centered Play Therapy</td>
<td><em>(odd years)</em></td>
</tr>
<tr>
<td>COUN 563: Crisis Intervention for Counselors</td>
<td></td>
</tr>
<tr>
<td>COUN 565: Child and Adolescent Counseling</td>
<td></td>
</tr>
<tr>
<td>COUN 5xx: Counseling for Addiction</td>
<td></td>
</tr>
<tr>
<td>SCHP 690: Psychopathology in School and Mental Health Settings</td>
<td><em>(last offered Su 2019)</em></td>
</tr>
</tbody>
</table>

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

### Semester Classes Typically Offered (not guaranteed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Course</th>
<th>Fall</th>
<th>Course</th>
<th>Fall</th>
<th>Course</th>
<th>Fall</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>COUN 480</td>
<td>Su/F/Sp</td>
<td>COUN 551</td>
<td>F</td>
<td>COUN 5xx</td>
<td>Su</td>
<td>EDPY 550</td>
<td>F/Sp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 525</td>
<td>Sp</td>
<td>COUN 552</td>
<td>F</td>
<td>COUN 558</td>
<td>F/Sp</td>
<td>EDPY 682</td>
<td>Su (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 535</td>
<td>F</td>
<td>COUN 554</td>
<td>F</td>
<td>COUN 563</td>
<td>Su</td>
<td>SCHP 690</td>
<td>Su</td>
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<td>COUN 555</td>
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<td>COUN 565</td>
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<td>SPED 557</td>
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<td>COUN 550</td>
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Appendix F

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
Appendix G

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

✓ Go to 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 $32.65. 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

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”.
✓ 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.

Volunteer & Employee Criminal History System (VECHS) Waiver Agreement & Statement
The former paper version of the Authorization to Release Investigative and Criminal Background Records form has been replaced by the authorization form students fill out online. Once the student submits the online authorization form, they will receive an email notifying them to print the VECHS form, to sign it, and to send it to Diane Booker, Dean’s Office dbooker@utk.edu. This can be completed by clicking this link: https://goo.gl/forms/OasJJDadhXsk26s52
Appendix H

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 I

Instructions for Completing Drug Screen Required by Knox County Schools
https://osbe.utk.edu/osbe-student-orientation/
(updated May 2018)

Knox County Schools will be conducting the drug screening for anyone placed in KCS. Before you can begin your practicum/internship placement, you must complete drug screening. Helpful information is listed below:

- Paperwork for drug screening can be completed anytime Monday through Wednesday from 8am to 4pm.
- The district office is located in the Andrew Johnson Building at 912 South Gay Street. Human Resources Department is on the 15th.
- When you arrive at the Andrew Johnson Building, sign in at the security desk on the lobby level before going up to the 15th.
- A government issued photo ID is required to receive paperwork.
- **Drug Screening is $58.00**.
- Parking is available in a variety of lots downtown and metered parking on the streets. Parking validation is not provided.
- More information contact Knox County Schools at (865) 594-1800 or go to their website for additional information, www.knoxschools.org

Questions referring to requirements for a class please direct to your program coordinator.

- **Your drug screening must be completed within 48 hours of receiving your paperwork and will be time-stamped.**
- **If you do not complete your drug screening within this window, you will not be eligible for placement with our district for ONE YEAR.**
- Please be advised: if you leave the drug testing facility for any reason, or are unable to produce a specimen on the day you report for your screening, you will not be permitted to conduct another drug screening on another day.
- **The cost of the drug screening is $58 and is the responsibility of each student.**
Appendix J

Fieldwork Experience for School Counseling Students
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: ________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      
      Teacher Signature: ________________________________
Teacher Signature: _________________________________________
c. Teacher and Subject: _________________________________________
   Date: ______________________________________
   Description of the experience: ________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   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: ________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
C. ADDITIONAL SCHOOL EXPERIENCES

4. Observe and assist in the lunchroom at least **one lunch period**.
   a. Date of observation: ______________________________

   Description of the experience: ______________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

   Authorized Signature: ______________________________________

4. Observe and assist in **bus duty** at least once during the semester

   a. 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**
   
a. Date of observation: ___________________________

   Description of the experience: ___________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   Authorized Signature: _________________________________________

6. Attend at least **one** school committee meeting (PTA, Staff), in-service meeting or other school-sponsored meeting.
   a. Date of meeting: ___________________________

   Description of the experience: ___________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

   b. Authorized Signature: _________________________________________

7. 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)
   a. Teacher and Subject: ___________________________

   Date of observation: ___________________________
D. CLASSROOM INSTRUCTION

8. Large Group Lesson: teach one lesson plan to a group of more than 15 students (classroom guidance can count toward this requirement)
   a. Subject of lesson: __________________________________________
      Grade level and date of lesson: ________________________________
      Description of the experience: ________________________________
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
      Authorized Signature: _________________________________________

9. 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).
   a. Subject of lesson: __________________________________________
      Grade level and date of lesson: ________________________________
      Description of the experience: ________________________________
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
      Authorized Signature: _________________________________________
Appendix K
Checklist for Master’s Counseling Students

1. Acceptance into UT MS in Counseling.
2. Assignment of faculty advisor.
3. Schedule drug screening and fingerprinting tests prior to first day of classes.
4. Submit results of drug screening and fingerprinting tests to Program secretary prior to first day of classes.
5. Read and sign Memo of Program Expectations.
6. Attend Department of Educational Psychology and Counseling and Counseling Program Orientations.
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. Complete by the end of the first week of the fall semester (see COUN 535 Professional Orientation and Ethics syllabus).
9. Apply for membership into Upsilon Theta Chapter of Chi Sigma Iota at the beginning of the second semester.
10. Complete application for Practicum (COUN 555) one (1) semester prior to semester you are planning to take class.
11. Attend Orientation for Practicum the semester prior to semester you are planning to take class.
12. Apply for Internship (COUN 558 or 559) the spring semester prior to semester you are planning to begin placement. NOTE: School counseling students needs to complete this each semester.
13. Attend Orientation for Internship the spring semester prior to semester you are planning to complete the internship.
14. If you choose: Apply to take the National Counseling Examination (NCE) the semester you plan to graduate or post-graduation. See http://www.nbcc.org/Exams/NCE
15. Complete Admission to Candidacy form one semester prior to graduation. See http://gradschool.utk.edu/gradforms.shtml
16. Apply for graduation one semester prior to graduation. See http://gradschool.utk.edu/gradforms.shtml
17. Apply to take the comprehensive examination by date announced by program coordinator.
18. Attend the orientation for the comprehensive exam the semester you plan to take the examination.
19. Take the comprehensive exam the fall (December graduates) or spring (May and August graduates) you plan to graduate.
20. School counseling students: Take the PRAXIS the semester you plan to graduate. 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 https://www.ets.org/praxis
21. School counseling students: Follow the School Counselor Licensure Process for UT Students (see next page).
Appendix L

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

Forms cannot be submitted prior to the student's last semester in the program

Step 1:
• Take official copies of all post-high school academic transcripts to Lisa Emery
  o Lisa will have your UT transcripts
  o Bring to her official copies of any community college, baccalaureate, or graduate work completed at institutions OTHER than University of Tennessee, Knoxville.
  o 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
  o Test #5421 is computer-delivered versus paper-delivered.
  o List UT, Knoxville as a score recipient, code # 1843.
  o If #0421 was completed prior to 9/1/14, the test will be accepted.

Step 3:
• Print Program Verification Form (see following page, Appendix M)
• Fill out the top portion
• Take the form to Dr. Brott for signature; she will hand-deliver to Lisa Emery
Appendix M

The University of Tennessee, Knoxville
College of Education, Health, and Human Sciences

Request to be Recommended for TN licensure and Verification of School Counseling / School Psychology Program Completion

Directions: Candidate will complete Part 1 and submit to Drs. Pamela Brott (School Counseling) or Merilee McCurdy (School Psychology) for completion of Part 2. Also, see bulleted notes at bottom of form. Drs. Brott or McCurdy will submit completed form to Lisa Emery. The form cannot be emailed, due to UT ID and SSN being provided, which are both required.

Mailing address: Lisa Emery
UT – College of EHHS
Office of Advising and Student Services
1122 Volunteer Blvd., 312 BEC
Knoxville, TN 37996-3433

Part I. To Be Completed by Candidate:

Name: ___________________________________ Date of Birth: ______________________

Last    First    MI

UT ID: ___________ SSN: ___________ Semester of Program Completion: ___________

Mailing Address: ________________________________________________________________

Street City State Zip Code

Primary Email Address: ___________________________ Secondary Email: ______________

Primary Telephone # (day, include area code): ________________________________

The following information is collected for the purpose of federal reporting requirements.

Ethnicity: □ Hispanic or Latino       Gender: □ Male
□ Not Hispanic or Latino

Race: (mark all that apply)
□ American Indian or Alaska Native
□ Black or African American
□ Asian
□ Native Hawaiian/ Other Pacific Islander
□ White

Part II. To Be Completed by Program Coordinator:

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.

Name (Print or Type) Signature Date

Applicant is responsible for:
• submitting this program verification form to Dr. Brott or Dr. McCurdy, after Part I is completed,
• ensuring there are no “holds” on their UT account, financial or otherwise,
• submitting all paper-based, official, non-UTK transcripts to Lisa Emery (address above), and
• ensuring all required Praxis exam results have been submitted to UTK and the TN Department of Education, directly from ETS.