

Counselor Education
Program Handbook
2020-2021



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INTRODUCTION

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



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

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

The doctoral program requires course work, practicum, internship, and dissertation hours of study beyond the master's degree. Students of the Ph.D. program in Counselor Education may work toward endorsement for counseling licensure (LPC or LPC-MHSP), if licensure has not been received prior to entering the doctoral program.

During the program, doctoral students can review the necessary criteria for the license they seek and will plan their programs to meet those criteria.

Goals of the Ph.D. Program

The faculty will provide:

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

Objectives for the Ph.D. Program

After completion of the PhD in Counselor Education:

- Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master's level professionals and contribute to the development of counseling theory and practice.
- Graduates will provide culturally sensitive, ethical and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession.
- Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors.
- Graduates will comprehend and apply diverse methods for answering research questions relevant to the counseling profession.
- Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement.
- Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.

Program consists of 74 credit hours beyond a Master's Degree

Length of study is between 3 to 6 years based on full-time or part-time enrollment

PRELIMINARY INFORMATION

Learning in a COVID-19 Pandemic

As you begin your journey to becoming a professional counselor, you are doing so in the context of a program, university, and world that has been rapidly and profoundly transformed by the COVID-19 pandemic. Social distancing procedures have impacted our ability to offer quality face-to-face programming, and schools and agencies have had to quickly pivot to offering services in novel formats. It is our faculty's priority to resume full face-to-face, cohort-style instruction as soon as is safe and feasible to do so. This will include making semester-by-semester decisions in context of university decisions and CACREP and licensure board policies.

For the Fall 2020 semester, the faculty has affirmed the following:

- None of our COUN courses will be fully face-to-face
- Most of our COUN courses will be offered in an online-only format
- A few of our COUN courses will be offered in a hybrid format
- No student will be forced to come to campus for class or meetings if they have health or safety concerns
- Although practicum and internship courses will meet online for supervision/class, field placement hinges on adherence to site policies and procedures; students and faculty will need to work together to navigate placement implications.

We will make decisions about future semesters as we have more information, including directives from the university, CACREP, and licensure boards. Beginning in Fall 2020 and continuing in future semesters despite delivery style, our counselor education faculty makes the following commitments to you:

1. We will provide a quality education for all students
2. We will ensure quality relationships within and between peers, cohorts, and faculty
3. We will seek to understand and be responsive to the unique contextual stressors you are facing while ensuring you develop the knowledge and skills you need to be effective counselors
4. We will promote wellness of students and faculty
5. We will communicate in a manner that is intentional, clear, and continuous.

The following graphic illustrates how we will work to bring each goal to life this year.

COVID-19: Our Commitments to You

We are committed to social justice and the recognition and elimination of disparities based on cultural identities. In all of our activities, we seek to create an inviting and inclusive space for all students. Therefore, it is our expectation that faculty and students alike commit to celebration of diverse identities, personal and professional development, and actions toward social justice within each of the below strategies.

Commitment	Actions
<p>We will provide a quality education for all students</p>	<ul style="list-style-type: none"> • Faculty are engaging in (and will continue to engage) continuing education regarding best practices in online learning • We will require telehealth training for everyone in our community, including faculty • We will provide specialized training to support doctoral students' online teaching and supervision • All courses with at least 15 students will have an instructional assistant to support engagement and communication online • Internship instructors will be intentional about scaffolding from practicum to internship, including structuring individual and triadic supervision to meet your unique needs • We will implement new diversity and social justice curricula throughout the master's and doctoral programs
<p>We will ensure quality relationships within and between peers, cohorts, and faculty</p>	<ul style="list-style-type: none"> • We will revamp orientation to help first year students begin building strong relationships with each other and faculty • We will continue our CoFI Diversity Training with a focus on helping students and faculty understand how bias operates and having meaningful conversations when bias comes out in our relationships with each other • We will host monthly social connection activities designed to build quality relationships • We will promote other events (e.g., CoFI, CSI) that will help you to build relationships within and across cohorts
<p>We will seek to understand and be responsive to the unique contextual stressors you are facing while ensuring you develop the knowledge and skills you need to be effective counselors</p>	<ul style="list-style-type: none"> • Faculty commit to increased flexibility and modification of course policies to accommodate unique challenges present in our current social context • We will include information about resources or supports for navigating our current social context in biweekly program updates • We will be proactive about initiating conversations about student needs and experiences so we can integrate this understanding in our courses and program • We will conclude program events and class meetings before Thanksgiving while also giving flexibility for students on Internship sites • We will attempt to offer a balance of in-person and online activities to include all of our students
<p>We will promote wellness of students and faculty</p>	<ul style="list-style-type: none"> • We will continue our annual Welcome to Wellness series, starting with a kickoff required for all students enrolled in COUN 535, 558, 559, 655, and 659 and continuing with optional sessions • We will intentionally discuss wellness and stress management in supervision • Faculty will model our own wellness practices and engagements

We will communicate in a manner that is intentional, clear, and continuous

- We will send biweekly communications, with weekly ramp up if needed to address major changes
- Your advisor will reach out with personalized check-ins at least twice per semester
- Your advisor will conduct a group advising session with others in your cohort at midterm
- We will advertise drop-in office hours (campus and Zoom) so you know how you can reach all faculty members
- We will be as transparent as possible as new information and needs arise, including scheduling town halls as needed

Prerequisite Academic Background and Experience

Individuals entering the program will have completed a master's degree in counseling or a related master's degree program which covered the eight core curricular areas required by CACREP (Section 2), one specialty area required by CACREP (e.g., clinical mental health counseling, school counseling) (Section 5), and field experiences required by CACREP (Section 3).

The eight core curricular areas include:

- 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

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

We prefer if applicants have post-master's experience as counselors or therapists, or in a counseling-related field to prepare them to be counselor educators and supervisors, although this is not required. Preference will be given to applicants with certification from the National Board of Certified Counselors (NBCC), state-licensed professional counselors (LPC), certified rehabilitation counselors (CRC), and licensed school counselors.

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

Admission Requirements

To be considered for acceptance, the applicant must have:

- Master's Degree in counseling or counseling-related field (e.g., Clinical Mental Health Counseling, School Counseling, Counseling Psychology, or Social Work)
- Academic aptitude for doctoral-level study as indicated by GPA, GRE, references, writing samples, and interview
- Previous professional experiences in counseling or a counseling-related field (e.g., master's-level field experience in counseling, post-master's degree work experience in counseling)

- Fitness for the program and profession, including self-awareness, emotional stability, and cultural sensitivity and awareness as indicated by references and interview
- Potential for scholarship, leadership, and advocacy as indicated by references, publications, presentations, and other professional activities
- Expertise in technological applications and oral and written communication skills as indicated in references, writing sample, and interviews
- Complete application packets must be received no later than November 1. Selection is made by mid-February regarding admittance for the following fall term.

Preferences

Preference is given to those applicants with:

- GRE minimum scores of 156 on the verbal area, 148 on the quantitative area, and a 4.5 on the analytical writing exam
- A 3.5 GPA on any graduate work completed prior to application
- Two years post-master's degree work experience in counseling

Principles of Admissions Policy and Procedure

Academic performance is not the sole criterion for admission to and continuation in the Counselor Education Concentration.

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

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

1. Applicants are sought from a variety of societal groups and cultures. Admissions policies and procedures are designed to foster the identification and selection of prospective students who possess the potential for successful doctoral level work in counseling.
2. Applicants are sought who have demonstrated a commitment to the professions of counseling or counseling-related fields through interest, preparation, experience, and professional leadership.
3. The staffs of cooperating professional agencies and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.
4. The Counselor Education faculty has the sole responsibility for the selection of Ph.D. students and has established admission criteria consistent with, and in excess of, those of the University of Tennessee. Core faculty members meet to review applications, determine which candidates will be invited to campus for interviews, and make final admissions decisions.
5. If applicants are accepted into the program, they must notify the Counselor Education faculty in writing of their decision to accept the offer of admission and

their intent to attend full or part-time. This must be completed by the date indicated in the letter of acceptance into the program. This is typically about two weeks from receipt of notification of admission into the program. All newly admitted students must take courses on campus the fall semester following notification of acceptance into the program.

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

Evaluation and Retention of Students

The faculty reviews student progress on a regular basis and attends carefully to assist students in need while also celebrating excellence in each developing counselor. In alignment with the *ACA Code of Ethics* and CACREP accreditation standards, the faculty developed the following student evaluation and retention procedures. These guidelines are designed to help faculty consider academic abilities, clinical skills, and professional dispositions when evaluating student progress.

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. We use our professional dispositions as a focal point for identifying strengths and concerns. 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*

We expect students to strive for excellence in each disposition.

We believe that early, consistent, and strength-based attention to student development is essential for your success as a counselor. In addition, CACREP requires that we regularly review and document student academic performance, clinical skills, and professional dispositions. Therefore, each fall and spring semester, the faculty meets to conduct a holistic review of student progress. This review includes attention to your performance in coursework and field experience as well as observations by faculty instructors, doctoral student supervisors, and site supervisors. Each spring semester, we document formal, written feedback in each student’s Taskstream account. This process helps to ensure timely support of all students and coordinated work to help you develop into the best counselor you can be.

At times, the faculty will identify concerns related to academic performance, clinical skills, and/or dispositions that require additional attention in order to ensure success in

the program and as a professional counseling. This identification may take place as part of regularly-scheduled student review and retention meetings or may begin with an individual instructor or advisor's observation. When the faculty is aware of concerns that may impact student success, we will take the following steps to support student progress in the program.

1. Meeting with Instructor and/or Advisor

As a first step to supporting student progress, an instructor and/or advisor may request a meeting with a student. During this meeting, faculty member(s) will share observations or specific examples of difficulties noted in class, during field experience, or during student review meetings. The faculty member(s) will work with you to explore this area of difficulty, and you will discuss expectations and procedures for change. Following the meeting, the faculty member(s) will send you an email summarizing your conversation, salient points made during the meeting, and action steps to which you've agreed. The faculty member(s) will ask you to reply to the email with your feedback and confirmation of understanding. Following this process, the faculty member(s) will provide a brief report and plan for moving forward during a regularly-scheduled faculty meeting.

2. Student Support Plan (SSP)

If the problem is a continuing one or is critical (e.g., was already addressed via advisor or instructor meeting, may impact ability to move forward in field experience, constitutes an ethical violation), the program coordinator may appoint 2-3 faculty members to meet with the student. The purpose of this meeting will be to explore the concern and develop a formal Student Support Plan (SSP).

During this meeting, faculty members will share concerns with the student and provide an opportunity for a student to respond to the concerns. Faculty members will collaborate with the student to explore the concerns identified, steps for resolution, and time frame for action. Following the meeting, faculty members will draft a SSP which will serve as a contract clearly stating areas that need to be improved upon, methods and time frame needed for improvement, and next steps should the student be unable or unwilling to adhere to the SSP. The faculty members and student sign the SSP. The student receives a copy to keep, and the original is placed in the student's file.

The SSP will include specific details regarding follow-up tasks or responsibilities. Students and faculty members will continue to work together to update, amend, or discontinue plans as needed; students will also receive and have opportunity to sign SSP updates, and SSP updates will also be kept in the student's file. Throughout the process, the faculty will work to ensure SSPs are developed in a positive, proactive manner and using strategies consistent with *ACA Code of Ethics* and best practices related to student review and retention.

3. Insufficient Progress, Withdrawal, Advising

In most cases, the steps identified in the SSP are sufficient for supporting growth in the academic, clinical, and/or disposition areas of concern. However, if the

student does not make progress as specified in the SSP or new concerns emerge, the faculty will explore the degree to which the student will be able to meet academic, clinical skills, and professional dispositions required by the program. If the faculty believes the student will be able to meet program expectations, the faculty may continue or enhance the SSP. If the faculty believes the student to be unable or unwilling to meet program requirements, the faculty may vote to recommend withdrawal or dismissal from the program. Recommendations for withdrawal or dismissal are forwarded to the Department Head. Consistent with ethical standards, program faculty will support the student by providing referrals for academic and career advising.

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 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 ACA *Code of Ethics*.

Professional Organizations and Involvement

Students are encouraged to become involved in professional counseling organizations. These activities help contribute to professional and personal growth, and may include general membership or leadership activities. Some organizations our students commonly participate in include:

National

American Counseling Association (ACA) <http://www.counseling.org/>

Association for Counselor Education and Supervision (ACES)

<http://www.acesonline.net/>

National Board of Certified Counselors (NBCC) <http://www.nbcc.org/>

Chi Sigma Iota (CSI) <http://csi-net.org>

Regional

Southern Association for Counselor Education and Supervision (SACES)

<http://www.saces.org/>

State

Tennessee Counseling Association (TCA) <http://www.tncounselors.org/>

Tennessee Licensed Professional Counselor Association (TLPCA) <http://www.tl pca.net/>

Tennessee Association for Counselor Education and Supervision

Smoky Mountain Counseling Association (SMCA)

<http://www.smokymountaincounseling.org/>

The program strongly encourages involvement in these professional organizations through formal membership, participation in conferences and continuing education events, presentations at conferences, and engagement in leadership development

programs offered by many organizations (e.g., Emerging Leaders, Diversity Fellows, Leadership Fellows). We are proud of our students' and alumni strong history of engagement in these associations. The Counselor Education faculty distributes opportunities for involvement via student email listservs and the program Facebook page. In addition, you will learn more about these opportunities for engagement in the ongoing Symposia series and in COUN 650 *Seminar in Counselor Education* and COUN 645 *Foundations in Counselor Education*. Counselor Education faculty members are happy to support involvement by reviewing program proposals and application materials.

Liability Insurance

You must have liability insurance while enrolled as a doctoral student. ACA student insurance does not cover doctoral students. CACREP requires that all students (including doctoral students) have individual policies. This means that the department policy will not provide adequate liability coverage.

Therefore, you will need to purchase your own policy to cover your teaching, counseling, and supervision practica, internships, and volunteer experiences. The easiest way to purchase this is through HPSO, which has a partnership with ACA. If you are an ACA member (hopefully all of you are), you can log into your ACA account to access a coupon code and link to the policy.

Three important items to note:

- Student insurance DOES NOT apply to doctoral students, so you must purchase **professional liability insurance**
- You MUST add the following to your policy as this is not automatically included
 - **Consulting services liability endorsement** (covers teaching and supervision) – this requires a separate form:
 - [Consulting Service Endorsement Request Form - Addition to Existing Policy](#)
 - [Consulting Service Endorsement Request Form - Addition to New Policy](#)
- The cost should be around \$144

Residency

While students may choose to participate in the doctoral program in counselor education on a full time or part time basis, a requirement of the program is "Residency" or 2 consecutive semesters of full time enrollment.

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

University Information

The *Graduate Catalog* is available online and upon request from the Graduate School and the College of Education, Health, and Human Sciences Graduate Center. Prior to beginning course work, all graduate students are responsible for reading and understanding the policies and procedures within the *Graduate Catalog*. The catalog contains specific information related to policies and procedures, courses of study, and

general information in regard to housing, financial assistance, disability services, International Student Affairs, veterans' benefits and counseling services. Students seeking assistance in these areas should consult the *Graduate Catalog*. The online Graduate Catalog is available at <http://catalog.utk.edu/> .

Financial Support

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

Additional Financial Requirements

In addition to tuition and fees, there are additional financial requirements for doctoral students.

Student Fees (as of 7/10/19):

Item	Fee (yearly unless specified)
Costs at beginning (and some throughout) of program	
ACA*	\$105 (includes liability insurance for master's level students)
TaskStream*	\$50 for one year \$80 for two years \$103 for three years
Fingerprinting (All)**	\$32.15 – one-time fee
Drug Screening (Knox County Schools)**	\$58
Drug Screening (outside Knox County)**	Varies by county
ACES (PHD; strongly recommended)	\$27 (plus ACA membership)
CSI International (strongly recommended)	\$50 (\$40 after first year)

*=required for all students **required for school counseling practicum

TASKSTREAM SUBSCRIPTION

Overview

The UT Counselor Education Programs utilize Taskstream, an assessment management system, to support student progress and meet CACREP 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.

Area	Explanation
<i>End of Course Evaluations</i>	At the end of certain core counseling courses, you will upload evidence of your learning to Taskstream. Faculty instructor swill respond with a rubric in which they document your overall learning on learning outcomes for the course.
<i>Practicum and Internship</i>	Practicum and Internship require a great deal of documentation. All documents associated with these experiences will be housed in Taskstream. At the beginning of the semester, you will upload liability insurance, ethics pledge, and internship contracts. At midterm, you will provide a copy of your site supervisor’s evaluation, and your instructor will enter your midterm evaluation. At final, you will repeat this process. You will also upload a summary of hours earned, reflections/assignments required by your instructor, and a field placement evaluation.
<i>Comprehensive Examinations</i>	After you complete your comprehensive examination, faculty will upload final rubrics and examination feedback.
<i>Annual Updates/Reviews</i>	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.
<i>Dissertation</i>	PHD Students Only: You will provide a final copy of your dissertation and your CV at the time of graduation

Activating Subscriptions

If you do not yet have a Taskstream account, there are 2 steps to setting up your account.

- 1. Purchase an account***
- 2. Associate the account with a 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 your program. If you purchase a shorter duration than you need, you will have the opportunity to renew your subscription at a later time.

Enter requested details and proceed to payment

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

Login to your Taskstream account (www.taskstream.com)

Find the Self-Enrollment Area

Click “Enter Code”

Enter the code for your primary program:

MS-CMHC Clinical Mental Health Counseling

MS-SC School Counseling

PHD-CE Counselor Education Doctoral Program

Click the enroll button

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.

VALT (Video-Audio Learning Tool) Engagement

We are fortunate to have a Counselor Training Clinic (CTC) to serve as a skills practice environment for students, space for practicum and internship supervision, and community outreach clinic. All clinic rooms are equipped with VALT (video-audio learning tool) observation and recording technologies. All students will be required to participate in multiple activities and experiences in CTC spaces throughout their programs. These experiences include practicing skills, serving as a volunteer “client” for a peer, seeing a CTC client, engaging in supervision with doctoral students, and participating in required growth experiences. These activities are frequently observed and recorded for development purposes using procedures consistent with *ACA Code of Ethics* and CACREP accreditation expectations. VALT will also allow faculty members and supervisors to access these recordings in a secure, confidential manner that does not require transfer of large video files. **Appendix K** includes additional information regarding procedures for storage and access.

Recording & Encryption Policy

All University of Tennessee Counselor Education program students, faculty, and staff must comply with HIPAA Privacy and Security Rules. We created the following policies and procedures, as administrative safeguards (HIPAA, 2013, §164.308, p. 1029) and will work to implement these safeguards consistently. These are in place to ensure the integrity, availability and confidentiality of clients’ electronic personally identifiable health information (ePHI) to protect against any reasonably anticipated or foreseeable risks or threats to security and privacy of ePHI (HIPAA, 2013, §164.306.a). Administrative safeguards include policies and procedures used to manage the development, selection, implementation and security in protecting individuals’ ePHI. Policies and procedures include steps to ensure authentication corroboration and client confidentiality.

- Authentication includes “the corroboration that a person is the one claimed” (HIPAA, 2013, § 164.304, p. 1027).
 - CTC: For initial contacts, students will provide counseling only after obtaining the following information from clients when providing telehealth counseling: Client’s name, DOB, address, original reason for referral. For subsequent sessions, if students are unable to authenticate identity via video, they will use the same procedures.
 - Off-Site: Students must authenticate client identity for initial and ongoing telehealth contacts. Students will follow site procedures for doing so. If the site does not have a formalized procedure, student will utilize the CTC procedure.
- Confidentiality defines “the property that data or information is not made available or disclosed to unauthorized persons or processes” (HIPAA, 2013, § 164.304, p. 1027).

- Students will maintain client confidentiality by only making recordings available or disclose recordings to authorized persons.
- Students will use recording devices with enabled password protection.
- Students will store recordings on encrypted devices/announced with enabled password protection.
- CTC
 - Students will record sessions using VALT (in person) or HIPAA-compliant ZOOM accounts (telehealth; record to computer).
 - In-person VALT recordings will be automatically stored on the encrypted site.
 - For CTC sessions recorded via HIPAA-compliant ZOOM, students must transfer the recording to VALT using the file upload option for supervisor review. Then, students will delete from their computer. This must be completed the same day of the session.
- Off-site
 - Students must use recording devices and software that encrypt audio and video data in compliance with HIPAA standards.
 - The specific recording device and software must be approved by the site supervisor and the university supervisor at the beginning of the semester. This approval must be documented on the recording and encryption agreement form and uploaded to Taskstream with the recording consents.
 - Students must use HIPAA-compliant methods for submitting recordings to supervisors for review. This will include using the UTK GoogleDrive (only UTK account, not personal) with files stored as password protected and then shared to instructor and/or doctoral supervisor's UTK GoogleDrive account. Students will communicate password with supervisors at beginning of semester.
- Unless otherwise explicitly instructed to maintain recording by faculty supervisor, ensure recordings are completely and permanently deleted from recording devices and accounts (i.e., unrecoverable, trash emptied) no later than the last day of classes for the semester.

Following these policies and procedures take reasonable precautions and steps to help ensure ePHI is protected from any security incident “the attempted or successful unauthorized access, use, disclosure, modification, or destruction of information or interference with system operation in an information system” (HIPAA, 2013, § 164.304, p. 1027).

CANVAS - Counseling Programs Central

As you begin your study, we will invite you to participate in a Canvas “course” called Counseling Programs Central. This is your one-stop shop for all communications, forms, and resources needed to navigate the program as a whole. It will provide an archive for you to easily find handbooks and instructions that reach across courses. This will also be important for your time with the Counselor Training Clinic. As we continue virtual operations, you will be able to find Zoom links for all program-related events as well.

You will need to set up your Canvas account to email you immediately when announcements or events are added to the Canvas and to ensure events from the Canvas site automatically populate onto your Canvas calendar. You are responsible for monitoring this site and ensuring you remain up to date regarding deadlines and events.

COUNSELORS FOR INCLUSION (CoFI)

It is critical that all counselors actively cultivate Multicultural and Social Justice Counseling Competencies (MSJCCs) so they can be optimally effective in their work. We are committed to social justice and the recognition and elimination of disparities based on cultural identities. In all of our activities, we seek to create an inviting and inclusive space for all students. Therefore, it is our expectation that faculty and students alike commit to celebration of diverse identities, personal and professional development, and actions toward social justice.

CoFI is a student-faculty collaborative designed to address issues of diversity and inclusion within our Counseling program, coursework, and student-student student-faculty relationships. Each cohort and program has at least one designated CoFI representative engaged in this process. CoFI will invite you to participate in the program in many ways. These include:

- Required day-long, fall training for all new students
- Ongoing cultural awareness and diversity celebration opportunities
- Monthly events to promote MSJCCs and connection within the program
- Monthly events to connect the program with advocacy needs within the local community

As part of CoFI, we have also developed a sub-curriculum that will be infused into a variety of doctoral courses. These additional activities are focused on increasing intentional conversations about the intersection of culture and counselor education. They will include:

- COUN 655: addition of a cultural awareness project
- COUN 645: addition of a cultural identity focus to the Who am I? paper and the faculty interview assignment
- COUN 670: addition of a cultural awareness in supervision paper
- COUN 659: addition of mock supervision sessions focused on culture, addition of a conversations about culture tape for supervision, and addition of a cultural growth project for all internships
- COUN 672: new Advanced Multicultural Counseling course

We hope you will actively engage with CoFI as part of your counselor development process. We welcome your experiences and suggestions. Please be in contact with your cohort representative, Dr. Barrio Minton, or Dr. Gibbons to share feedback, experiences, and suggestions that will help us meet our mission of a more diverse, just, and engaged community.

COUNSELOR TRAINING CLINIC

The program is proud to provide you with a newly-renovated Counselor Training Clinic (CTC) that includes a conference room, three group rooms, and four individual counseling/supervision rooms. These rooms are equipped with VALT recording and observation systems as discussed earlier in the “Other Program Requirements” section of the handbook.

You will use the CTC for course-based practice every semester in the program. In order to reserve counseling rooms within the CTC, you will need to create a free account (see **Appendix L**), to reserve space to use for counseling, supervision, role-play, or research activities via <https://utkcounseling.skedda.com/> (See **Appendix L**)

When it is time to use your VALT account for recording, the instructor of the relevant course will provide a tutorial for you.

As the CTC grows, we will make additional internship and practice opportunities available to you. The CTC Director, Dr. Sherrie Bruner, will communicate with you regarding CTC requirements, procedures, and protocols.

Regardless of whether you are working remotely, within the CTC, or in a program-sponsored field experience, you have a legal and ethical obligation to keep recordings secure and encrypted in compliance with HIPAA and FERPA mandates. Our recording and encryption policy applies to (1) course-based practice experiences, (2) clinical experiences within the CTC, and (3) off-site practica and internships.

ADDITIONAL PROGRAM REQUIREMENTS

Criminal Background Check

Tennessee state law requires all students who wish to be admitted to professional licensure programs to engage in a fingerprinting and criminal history records check process and to release the results of this process to administrative personnel within the university. All students must complete these requirements successfully prior to beginning coursework. Program coordinators send instructions to incoming students several months prior to arrival on campus. See **Appendix G** for detailed instructions.

Students in all settings are subject to regulations specific to the schools and agencies in which they are placed. You should expect to complete additional fingerprinting, background checking, and drug screening as part of the field experience process. For example, Knox County Schools requires a background check each academic year.

Child Protection Training

In addition, the university requires all individuals who have contact with minors to complete an online child protection training. Program coordinators send instructions to

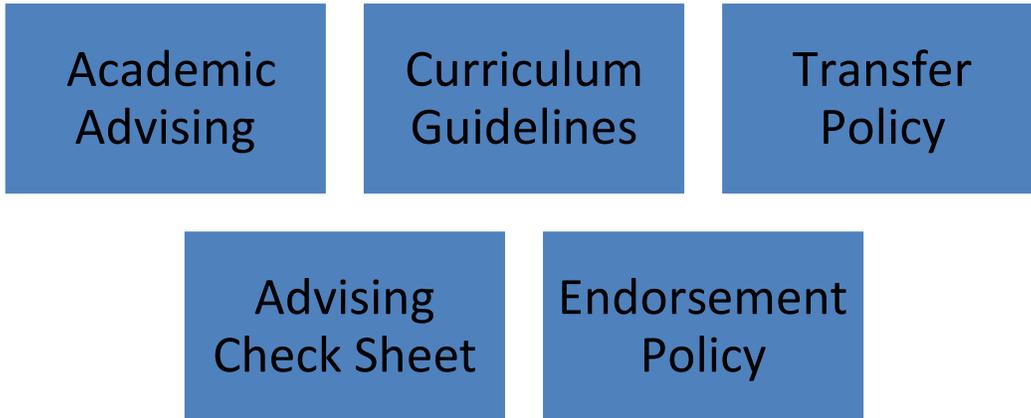
incoming students several months prior to arrival on campus. See **Appendix H** for instructions.

Drug Screening

Students in SC settings with Knox County Schools will be required to complete drug screening in preparation for their spring practicum. Students in other settings may be required to complete drug screening prior to or during practicum or internship placement. School Counseling students, See **Appendix I**.

PLAN OF STUDY

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



Academic Advising

Upon admission to the program, students will be assigned to an academic advisor to assist in course selection during their first few semesters. When students enter the program, the advisor discusses their current credentials, the program of study, and other professional activities (e.g., practicum, internships, counseling experiences) that prepare students for the credentials sought. See Fall 2020 Curriculum Guideline Form in **Appendix A**. If students have not yet met the requirements for certification or licensure, they will develop a plan.

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

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

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

Transfer Policy

The following university and college policies guide the transfer of courses into the Ph.D. Concentration in Counselor Education;

Graduate-level courses may “count” for requirements for the Ph.D. program. The courses, however, will not be listed on the transcript and will not count in the GPA.

The courses from another institution or UT can be used to meet Ph.D. program requirements only if they were taken within an 8-year window related to the Ph.D. graduation date and not used toward another degree.

Transfer of courses may be allowed in the following areas of the Ph.D. in Counselor Education and Supervision.

- Professional Orientation
 - No transfer courses permitted.
- Core
 - Two courses may be taken elsewhere (possible 6 credit hours)
- Cognate
 - One course may be taken elsewhere (possible 3 credit hours)
- Research
 - Two courses may be taken elsewhere (possible 6 credit hours)
- Total From the 73-credit hour program, students may transfer a maximum of 15 credit hours, if approved by the faculty.

Transcript Evaluation Process

Incoming students will meet with their assigned advisor to evaluate the student’s graduate transcript(s) and to complete the Fall 2019 Curriculum Guideline Form (**Appendix A**). If a student wishes to appeal the decision made by the faculty during the initial review, he or she may do so using The Course Petition Form (**Appendix B**).

Curriculum Plan

Students use the Fall 2020 Curriculum Guideline Form (**Appendix A**) to document and track their progress through the program, including transferred courses and courses taken at the University of Tennessee. Prior to meeting for advising, students update their Curriculum Plan and send an electronic attachment via email to their advisor.

Course Schedule

Full-time Course Sequence is available in **Appendix F**.

Departmental Certificates

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

Endorsement Policy for Counselor Education Students and Graduates

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

PRACTICUM AND INTERNSHIPS

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

All students are required to complete at least one semester (3 credit hours) or the equivalent of doctoral level practicum in counseling. Practicum is specifically focused on building and refining individual and group counseling skills. Combined practica experiences total at least 100 clock hours. Forty (40) hours must be direct counseling with clients – usually 30 hours of individual and 10 hours of group counseling, consistent with CACREP guidelines for doctoral programs. The remaining 60 hours are indirect, client related hours including engagement in preparation and supervision activities. Students will develop an area of expertise in counseling. All practicum students must complete a background check and Child Protection Training (See **Appendix H**), and those working in Knox County Schools must also complete a drug screening (**Appendix I**).

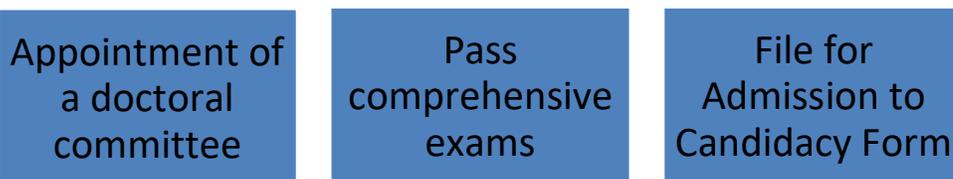
In accordance with guidelines provided by CACREP, the internship is a minimum 600 clock hours in supervised clinical, teaching, leadership, and supervision settings. For students with limited clinical, teaching, leadership, and supervision experience, internship hours may be dispersed. Depending on previous experiences and skill sets, students may conduct internships with varying hours, although a minimum of 200 hours of teaching and supervision each are required; students must complete an additional 100 hours of internship in clinical or leadership/advocacy internship.

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

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

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

ADMISSION TO CANDIDACY



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

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

The following sections explain these steps in detail.

Doctoral Committee

Full-time students should preferably choose the doctoral committee Chair the fourth semester of enrollment. At this time, the Chair assumes responsibility for serving as Academic Advisor. With guidance from the Chair, the student then identifies, solicits and secures committee members in order to facilitate her/his research interests and vocational goals. The committee must consist of at least four faculty members, three of

whom are approved to direct doctoral research. The Chair must be a member of the Counselor Education faculty who is approved to direct doctoral research. At least one member must come from outside the Department and at least one member must serve as the methodologist for the dissertation.

Research Competency

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

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

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

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

Funding for Research-related Activities

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

Expedited and Full IRB Review - Form B Application

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

Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to admission to candidacy for the doctoral degree. The exam assesses competence in the

five CACREP core areas (counseling, leadership and advocacy, supervision, teaching, and research). Passing the comprehensive exam is one of several prerequisites to initiating dissertation coursework. The comprehensive examination is typically administered three times each year: (1) two weeks before the beginning of the fall semester courses (i.e., Thursday 12:00-4:00 and Friday 8:30-12:30); (2) in the spring semester the comprehensive examination is administered Monday and Tuesday the week classes begin (i.e., Monday 12:00-4:00 and Tuesday 8:30-12:30); and (3) in the summer term, the comprehensive examination is administered the two to three weeks prior to the beginning of full and first term (first day of exam 12:00-4:00 and second day of exam 8:30-12:30).

Students who have completed the doctoral CE core and major research courses (with the exception of internship hours), and have an accumulative minimum GPA of 3.5 are eligible to take the comprehensive examination. Students must inform their advisor of their intent to take the examination by the middle of the previous semester. The entire comprehensive examination must be completed during the semester in which it is begun. The examination is written and evaluated by CE faculty members using a blind review process.

The comprehensive examination is taken as a sit down proctored exam. The examination consists of five questions that focus on the areas of study within the curriculum (e.g., master's prerequisites, core courses, counseling, teaching, supervision, leadership and advocacy, and research). The exam is given in a two-day sequence, four hours each day with three questions the first day and two questions the second day. Each question is evaluated using a rubric and a final determination of pass/fail.

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

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

The Counselor Education Program requires a 24 semester hour dissertation

DOCTORAL DISSERTATION

Each student is required to complete a doctoral dissertation that fulfills the requirements and procedures set by the University of Tennessee in the *Graduate Catalog*, current edition <http://catalog.utk.edu/>. The semester before students begin their dissertation work, they should enroll in COUN 604: *Planning for Dissertation*. A minimum of 24 semester hours of COUN 600 is required for the dissertation to be approved. Once a student registers for COUN 600, s/he must register continuously,

including Summer Semesters for COUN 600 (minimum of 3 hours each semester). See the Graduate Catalog for more information about continuous registration.

Dissertation Prospectus Guidelines

A doctoral candidate, working with the doctoral committee Chair, develops a proposed dissertation topic. A written proposal is then prepared by the student for submission to the full doctoral committee. The proposal consists of a completed Manuscript 1, which is a comprehensive literature review related to the research topic and a partial Manuscript 2 – intro and methodology. After your successful proposal defense, you should edit and submit your Manuscript 1 for publication consideration.

The committee must receive the proposal two (2) full weeks prior to the proposal or prospectus defense. A committee meeting or proposal defense is held to review the study (student makes formal presentation), review the written proposal, discuss the merits of the proposed research, and make revisions. When the committee members are satisfied with the proposed study, all committee members sign an approval form attached to the final prospectus copy. A copy of the approval form can be found in **Appendix D**.

Dissertation chairs also complete the *Authenticate Policy for Dissertations (Appendix E)* which requires a review for plagiarism.

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

Dissertation Defense

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

The final dissertation defense must be scheduled by filing a *Scheduling Defense of Dissertation Form* with the Registrar's Office at least one week prior to defense date <http://gradschool.utk.edu/thesesdissertations/>

A Report of Final Exam/Defense of Thesis or Dissertation Form must be filed with the Registrar's Office (<http://web.utk.edu/~thesis/thesisresources.shtml>). In addition, the doctoral committee Chair must document compliance with *IThenticate* plagiarism review and certify acceptance of final revisions of the dissertation document. Once the final document is approved, the student will upload to Taskstream and route for university approvals.

The document, *A Guide to Theses and Dissertations*, is available to assist students in this process (<http://web.utk.edu/~thesis/samples.shtml>).

Dissertation Details:

Dissertation consists of two (2) manuscripts. Manuscript 1 and the intro and method sections of Manuscript 2 are required for proposal. A submitted for publication Manuscript 1 and completed Manuscript 2 are required by defense.

Manuscript 1:

- Integrated and thorough review of the literature on your dissertation topic
- Steps include
 - Define topic(s)
 - Create research question (what do you want to know from this lit review)
 - Create purpose statement
 - Identify keywords
 - Search – consider focus, comprehensiveness, relationship to research question
 - Read and annotate
 - Identify themes (chronological, within constructs, across constructs)
 - Highlight what is known and gaps in the literature
 - Conclude with implications for research and practice

Manuscript 2:

- Original research study
- Introduction and brief literature review
 - Introduction of topics
 - Brief overview of constructs
 - Key study review
 - Statement of problem
 - Purpose of study
 - Research questions
- Method
 - Research questions
 - Participants
 - Instrumentation

- Procedures
- Data analysis
- Positionality (for qual dissertations)
- Results
- Discussion
- Limitations
- Implications for future research and practice

Dissertation Manuscript 1 Rubric

	Does Not Meet Expectations (0)	Meets Expectations (1)	Exceeds Expectations (2)	Score/Level
Introduction	Unorganized or already answered RQ; unclear purpose	Appropriate RQ/problem statement; connects purpose to prior research; defined topic	Strong RQ/problem statement; clear motive for literature review; clearly situated in prior research; defined topic	
Theme Identification	Weak and/or underdeveloped themes; lacks comprehensive review; limited rationale for theme choices	Identifies themes by construct; provides somewhat comprehensive review; provides rationale for theme identification	Thoughtful themes by construct; comprehensive review; strong rationale for theme identification	
Connection to Prior Research	Limited consideration of how topic fits into current research; struggled to identify gaps and what is known	Considers how topic fits into current research; identifies gaps and what is known in literature	Strong consideration of how topic fits into current research; strong identification of gaps and what is known	
Discussion and Integration/Synthesis	Struggles with one or more of the following: integration and synthesis of ideas; reporting of important findings; description of implications; review of method limitations	Adequate integration and synthesis of ideas; articulates important findings; provides new perspective on topic; considers implications for various stakeholders; provides review of methodological limitations	Strong integration and synthesis of ideas; clearly articulates important findings; offers new perspective on topic; thorough consideration of implications and method limitations	
Writing Style	Moderate to significant writing issues; challenges with coherence, clarity, and paper structure	Minimal writing issues; adequate coherence, clarity, and paper structure	Strong writing; very coherent and clear; strong overall structure	

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APA Formatting	Significant formatting issues and/or limited number of citations	Minor to moderate formatting issues; cites adequate number of sources	Minimal formatting issues; thorough number of citations throughout	
Overall Significance	Does not significantly add to current literature on topic	Adds to the current literature on topic	Strong addition to current literature on topic	

Dissertation Manuscript 2 Rubric

	Does Not Meet Expectation	Meets Expectations	Exceeds Expectations	Score/1
Introduction	Presents question or problem that is trivial, weak, or unoriginal; limited logic in statement of problem; unclear or poorly formulated RQs	Presents a solid question or problem; presents clear logic for statement of problem; RQs are appropriately formulated.	Presents important question or problem; makes compelling statement of problem; RQs are clearly formulated; provides strong roadmap and motivation for study.	
Literature Review	Displays narrow understanding of field and state of literature; may not provide critical or selective review of literature; argument may be weak, inconsistent, or invalid.	Shows understanding and mastery of subject matter; provides comprehensive review of literature with expected level of analysis; presents literature in selective, organized manner.	Displays deep and critical understanding of literature; contextualizes the problem; selects, synthesizes, and analyzes literature in rigorous manner.	
Methods	Relies on inappropriate or incorrect methods; may not include sufficient detail or support regarding methods used.	Includes well-executed research with appropriate use of research theory and methods; explains methods in a clear, concrete manner.	Utilizes complex, highly developed method; describes method in detail and in alignment with question addressed and theory used; demonstrates understanding of method's advantages and disadvantages.	
Results	Data and/or analysis are considerably flawed or inappropriate; provides results that appear to be inadequate, unexplained, or misinterpreted.	Utilizes appropriate analyses and provides solid result section. Data are sufficient and well-presented in both quality and quantity.	Presents comprehensive, complete, sophisticated analyses; Data are more than and well-presented in both quantity and quality. Demonstrates substantial strength in interpreting data.	
Discussion	Does not accurately summarize findings, address strengths and limitations, and/or provide implications for study. Interpretation of findings may be unsupported or exaggerated.	Summarizes findings, discusses strengths and limitations appropriately, and provides reasonable discussion regarding implications. Includes connection to previous literature and meaningful take-away messages.	Summarizes and provides meaningful perspective on findings; provides strong ties to previous literature and context for study; identifies strengths and limitations, and provides exceptional implications for research and practice.	
Overall Style	Shows substantial difficulty in quality of writing and/or APA style. Reviewers have concerns with vocabulary, standard writing conventions, organization, and/or APA style. Overall style is not consistent with published material.	Shows appropriate strength of writing and APA style. Although reviewers have occasional concerns about vocabulary, standard writing conventions, organization, and/or APA style, concerns are minor and do not interfere with understanding. Overall style is consistent with published material.	Shows exceptional strength in writing and APA style. Author excels in vocabulary, standard writing conventions, organization, and APA style. Overall style is highly consistent with published material.	

APPENDIX A

Fall 2020

Curriculum Guideline Form

Ph.D. in Counselor Education

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

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

Student:

Date:

CACREP Core Areas Required at Master's Degree Level	Credit Hours	Institution and Date
Professional Orientation and Ethical Practice		
Social and Cultural Diversity		
Human Growth and Development		
Career Development		
Helping Relationships: Skills & Theories		
Group Work		
Assessment & Appraisal		
Research and Program Evaluation		
Counseling Practicum (100 hour minimum)		
Counseling Internship (600 hour minimum)		
Professional Orientation (7 hours)	Credit Hours	Semester/Yr. Enrolled/Grade
COUN 601 Professional Seminar (1)		FA/20
COUN 645 Seminar in Counselor Education II (3)		FA/20
COUN 650 Seminar in Counselor Education I (3)		FA/20
Core (24 hours)	Credit Hours	Semester/Yr. Enrolled/Grade
COUN 655 Practicum in Counselor Education (3)		FA/20
COUN 659 Internship in Counselor Education (6)		SP/21, FA/21, SP/22
COUN 662 Advanced Counseling Theory (3)		SP/22
COUN 672 Advanced Multicultural Counseling (3)		SP/21
COUN 670 Theory and Practice of Counseling Supervision and Consultation (3)		SP/21
COUN 675 Theory and Practice of Counselor Education Teaching (3)		SP/21
Counseling related elective with advisement		FA/21 or SP/22
Research (12 hours) (Students may consider seeking certification in qualitative or evaluation from the Department when planning research courses). Students are required to know models and methods of instrument design. Consider this requirement as you consider research courses. You will be asked to demonstrate your knowledge on the comprehensive examination.	Credit Hours	Semester/Yr. Enrolled/Grade
Quantitative Research (3) – Typically EDPY 577		SU/21
Qualitative Research (3) – Typically EDPY 559		SU/21
Research course - by advising (3)		FA/21
Research course - by advising (3)		SP/22
Cognate (6 hours) – requires approval of advisor Choose from outside COUN Must enhance Counselor Education and Supervision Major	Credit Hours	Semester/Yr. Enrolled/Grade
		FA/21
		SP/22
Dissertation (25 hours) Once a student begins dissertation hours, s/he must register continually (fall, spring and summer terms) until the final defense is completed.	Credit Hours	Semester Enrolled/Grade
COUN 610 Preparing for Dissertation (1)		SP 22
COUN 600 Doctoral Research and Dissertation (24)		FA/SP 22-23
TOTAL	73	

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EXTRA PROGRAM SUGGESTIONS (NON CREDIT)		
EPC Graduate Certificate Programs (refer to Grad. Catalog) (Helps to establish areas of expertise within Counselor Education)	Describe Activity	Semester/Yr. & Task Completed
<ul style="list-style-type: none"> ● Evaluation, Statistics, & Measurement (18 credit hours) ● Qualitative Research Methods in Education (15 credit hours) ● Grief, Loss, & Trauma (12 credit hours) ● Cultural Studies in Education (15 credit hours) ● Online Teaching & Learning (15 credit hours) 		
Possible Professional Development & Competencies		Semester/Yr. & Task Completed
<ul style="list-style-type: none"> ● Purchase latest APA Publication Manual ● Attend UTK library tour ● Join professional organizations (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.). ● Attend CE Research Group Meetings (3/year) ● Earn IRB/Human Subjects Research Certificate of Completion (through Office on Research) ● Complete Graduate School Best Practices in Teaching ● Attend CEHHS department colloquiums ● Assume leadership role - Chi Sigma Iota (CSI) Honor Society ● Earn 18 hour grant writing certificate (through Office on Research) ● Attend 2 dissertation proposal defenses ● Attend 2 dissertation final defenses ● Participate in faculty/student research teams ● Present in CE Research Group Meeting ● Attend professional organization conferences (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.). ● Present at professional organization conferences (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.). ● Participate in leadership role in professional organizations (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.). ● Attend 2 UT offered technology workshops ● Co-conduct new student orientation ● Mentor CE PhD peer student ● Attend student award receptions ● Co-author and publish journal articles and/or book chapters ● Complete & submit Curriculum Guideline Form each year for progress review 		
Signature _____ Advisor's Signature _____		

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

APPENDIX B

Course Petition Form

Ph.D. in Counselor Education
University of Tennessee

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

Student Name: _____

Date: _____

Complete a separate form for each course petitioned.

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

1. Name of course you wish to petition: _____

2. Course initials and #: _____

3. Course grade: _____

4. Institution where you enrolled in the course: _____

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

6. Attach Syllabus (mark one)

_____ (actual course syllabus at the time you took it)

_____ (later acquired sample syllabus)

UT COURSE SUBSTITUTION (UT requirement attempting to fulfill)

1. Name of course you wish to petition: _____

2. Course initials and #: _____

3. Curriculum Area:

_____ Major

_____ Cognate

_____ Research

_____ Other (specify) _____

4. Petition rationale: _____

APPENDIX C

Dissertation Timeline

CE PhD

Pre Comprehensive Examination

1st Year – Fall

- Consider, look, and listen for possible dissertation constructs; use class projects and assignments to explore research interests for possible dissertation topic
- Read and annotate

1st Year – Spring

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

2nd Year – Fall

- Identify probable dissertation topic and begin informal (read and annotate) literature review.

2nd Year – Spring

- Jan - Feb - Identify and select chair
- Jan – Feb - Solidify topic
- Jan – May - Complete COUN 610 Preparing for Dissertation course
- Feb - May - Regular meetings with chair to identify, develop, refine constructs and research questions.
- Jan – May - Prepare for comprehensive exam (must have completed all core COUN courses, 5 of 6 internship credits, and 3 of 4 research courses).

2nd Year – Summer

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

3rd Year – Fall

- Register for dissertation hours (COUN600 – determine amount with supervision of chair).
- September - Complete Admission to Candidacy Form & Doctoral Committee Appointment Form (must select committee members to complete form). Committee must include at least 2 CE faculty, 1 methodologist (CE or other), and 1 non-departmental faculty member (roles may overlap).
- November - Complete Graduation Application and submit to Graduate School.
 - Schedule dissertation proposal defense and send proposal to committee at least 2 weeks prior to defense date (chair must approve proposal before sending to committee).
 - Develop IRB to send once proposal is approved.
- Dec (early) - Defend dissertation proposal – Manuscript 1 plus Intro and Method for Manuscript 2
 - Revise proposal, revise and submit IRB.

3rd Year – Spring

- January - Begin data collection
- Jan – Mar - Revise and submit Manuscript 1
- Feb - Apr - Analyze data
 - Complete Manuscript 2
- Mar - Apr - Schedule defense – Scheduling of Defense of Dissertation Form (submit to GS 1 week prior to defense)
- April (early) - Defend dissertation (see GS for actual deadline dates!)

Ph.D. Counselor Education Program Handbook

April (mid) - Completed dissertation to Trace (GS, Dissertation Consultant)
May - Graduate Hooding

APPENDIX D

Department of Educational Psychology & Counseling
Dissertation Prospectus

Date: _____

Student's Name: _____

Address: _____

Phone: _____ E-mail address: _____

Title of Proposed Dissertation:

Anticipated Sem./Yr. to be completed. _____

Approved:

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

Faculty Names:

Date:

_____ (chair)	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX E

IThenticate Policy for Dissertations

All doctoral dissertations and master's theses must be run through the IThenticate software program prior to proposal and defense. The Committee Chair is responsible for uploading the document, reviewing results for possible plagiarism issues, and identifying any sections where revisions are required. At both proposal and defense, the Chair will share IThenticate results with the student and possibly with committee members. The Chair, and committee members if needed, will determine whether identified issues may be corrected by the student or the dissertation should be subjected to the university's Academic Dishonesty as discussed in Hilltopics.

Once the student has corrected identified issues, the Chair will run the document through Ithenticate again. This process may be repeated. In addition, the Chair will place a signed copy of the form in the student's file.

IThenticate Review and Approval Form

Student Name: _____

Dissertation/Thesis Title: _____

IThenticate Verification (initial below):

_____ Proposal: As Committee Chair, I verify that this Proposal has been reviewed using IThenticate and potential plagiarism issues have been adequately addressed.

_____ Final Defense: As Committee Chair, I verify that this Dissertation/Thesis has been reviewed using IThenticate and potential plagiarism issues have been adequately addressed.

Committee Chair Signature: _____

Date: _____

APPENDIX F

Full-time Course Sequence

Courses Offered Fall Semester

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

CE Courses

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

Additional Courses

- Research
 - Quantitative
 - Qualitative
- Cognate
- Certificate

Courses Offered Spring Semester

CE Courses

- COUN 600 – Doctoral Dissertation*
- COUN 659 – Internship (1-3 credits)
- COUN 662 – Advanced Theory & Practice in Counseling (3 credits) – offered even years
- COUN 672 – Advanced Multicultural Counseling (3 credits) – offered odd years
- COUN 670 – Theory & Practice in Counseling Supervision & Consultation (3 credits)
- COUN 675 – Theory & Practice in Counselor Education Teaching (3 credits) – offered odd years
- COUN 610 – Preparing for Dissertation (1 credit)

Additional Courses

- Research
 - Quantitative
 - Qualitative
- Cognate

Courses offered Summer Semester

CE Courses

COUN 600 – Doctoral Dissertation*

Additional Courses

Research

Quantitative

Qualitative

Cognate

Certificate

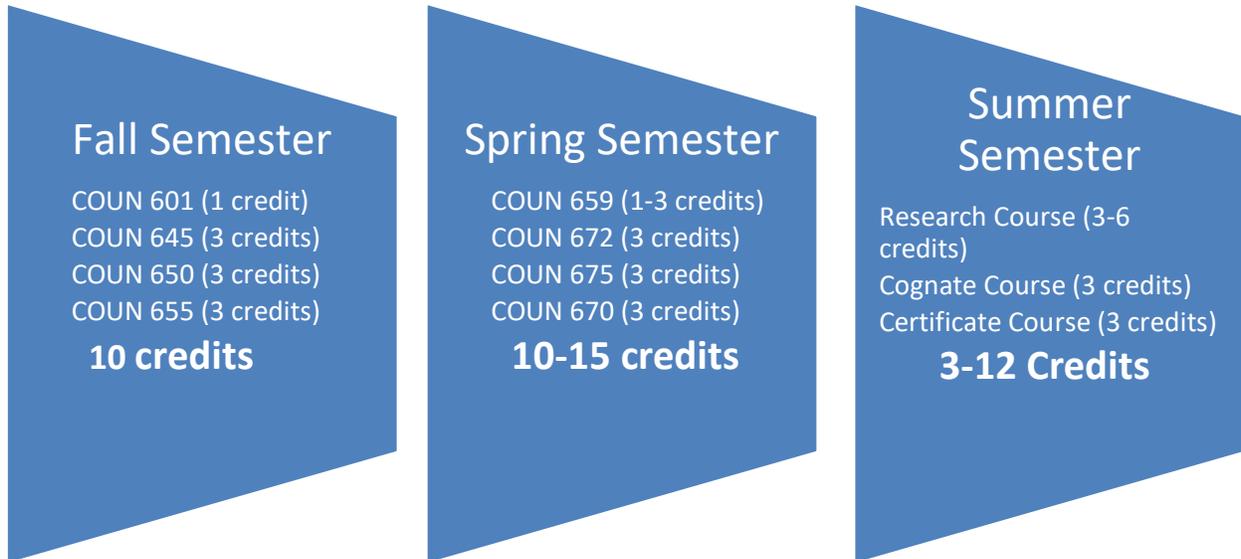
**Doctoral Dissertation consists of a total of a minimum of 24 credits and requires completion of all core courses, successful completion of comprehensive examination, and chair approval prior to taking dissertation credit hours. Once you register for dissertation credit hours you must take at least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

COURSE TRACK EXAMPLE

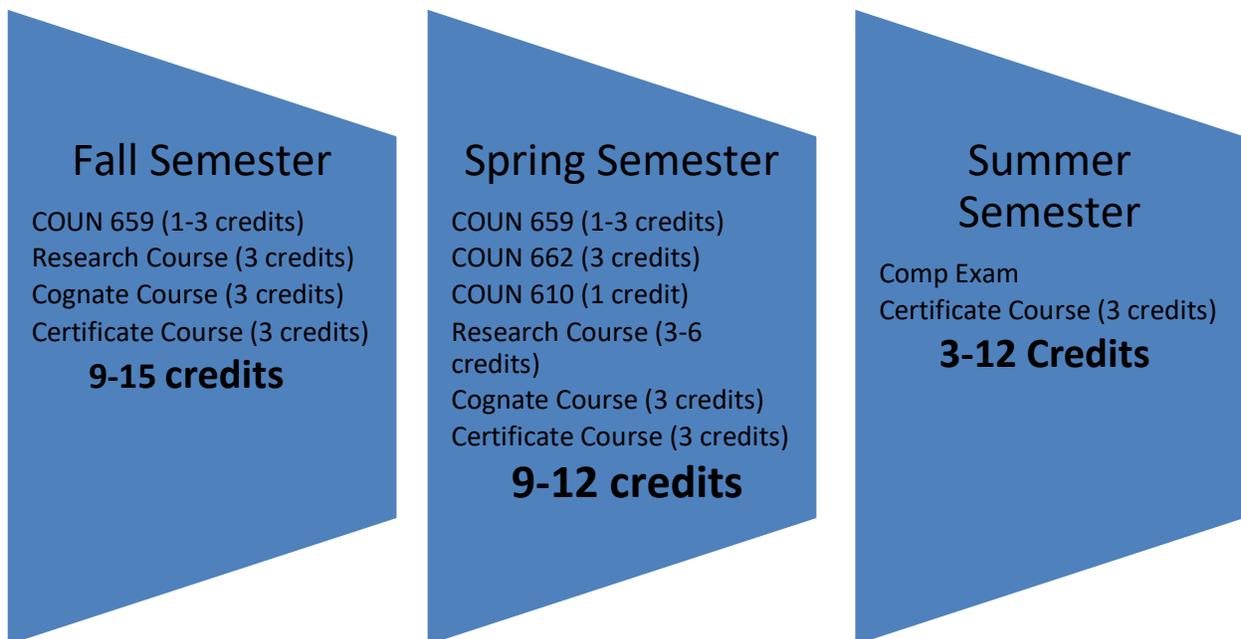
FULL TIME ENROLLMENT

Full time enrollment is considered to be between 9-15 credits per semester. It is required that all Doctoral students have two consecutive semesters of full time enrollment. Below is an example of how coursework may be completed on a full time basis.

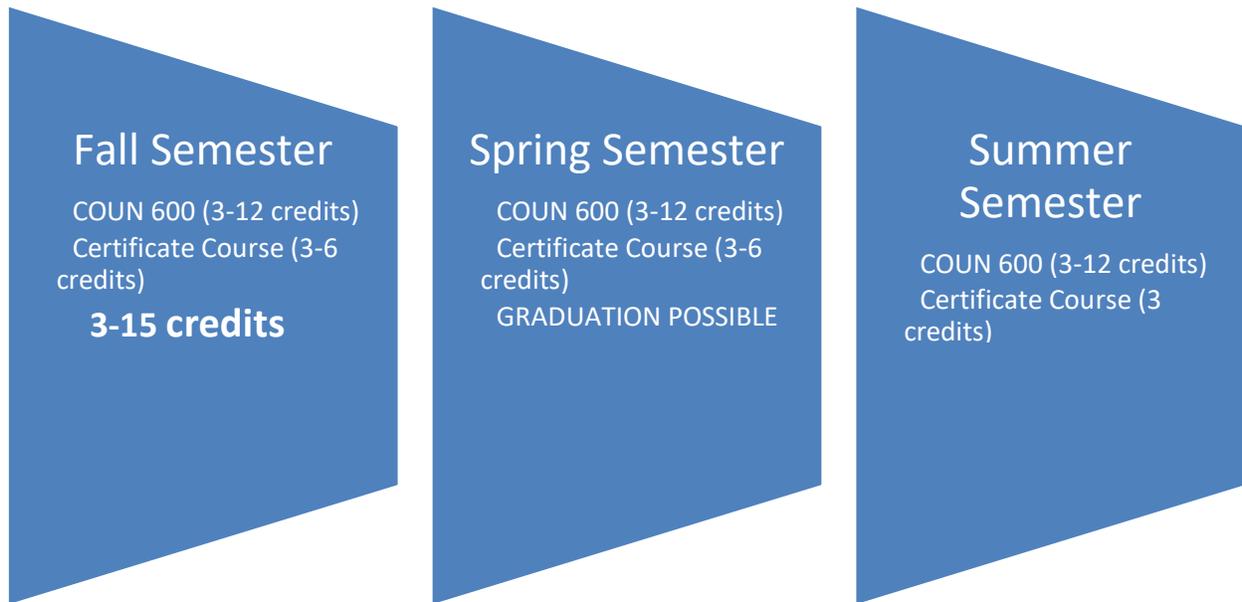
Year 1 Full Time Enrollment – if entering even year



Year 2 Full Time Enrollment



Year 3 Full time Enrollment



APPENDIX G

Instructions for Fingerprinting and Criminal History Records Check

Tennessee Code Annotated (TCA) 49-5-5610 requires all students who wish to be admitted to teacher preparation/professional licensure programs to:

- Sign an authorization and release form authorizing a qualified Tennessee licensed private investigation company by and on behalf of the board to complete a criminal history records check, and;
- Agree to the release of all investigative records to the administrator of the selected teacher training program, and;
- Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation.

To begin this process, *YOU MUST DO THE FOLLOWING IN THIS ORDER:*

- Download and complete the Authorization to Release Investigative and Criminal Background Records.
- When the authorization form has been completed and submitted, you will receive an email with instructions to complete the VECHS form.
- Following the instructions included in the email, print, sign, and send the VECHS form to Diane Booker.
- Email confirmation will be sent to confirm receipt of the VECHS form.
- **AFTER** you receive confirmation that your VECHS form has been received by our office, you are allowed to schedule your fingerprinting appointment.

Tennessee Applicant Processing Services

Follow the simple steps outlined below to complete the fingerprinting process:

1. Go to www.identogo.com, and choose “Get Fingerprinted.” Choose Tennessee or call (855) 226-2937 to schedule an appointment.
2. At bottom of page, click “Digital Fingerprinting” and then choose “Schedule a New Appointment”.
3. Choose as “Don’t know your Service Code.” Choose **Agency Name (Non-DCS Child Care/Adoption Providers), Applicant Type (Child Related Worker Private)**, and enter the **ORI number (TNCC47076)** and click “go” after each entry.
4. You will be asked to enter a zip code to determine the closest fingerprinting location.
5. Click on the word “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 “Next Week>” link to display more dates. Once you select the location/date combination, select the time for your appointment and click “go”.
6. Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, click “Send Information”.
7. Confirm the information. Follow the on screen directions to make any changes necessary. Once you see the data is correct, click “Send Information”.
8. The cost of the fingerprinting process is \$35.15. Credit card payments must be made onsite at the time of the fingerprinting session. Payments online are not accepted.
9. Print your confirmation page.
10. Take approved identification documents with you to the appointment. These approved document options are identified on your confirmation of your appointment.

APPENDIX H

Child Protection Training

Because you will work with children during your graduate program of study, you are required to complete *Child Protection Training for Covered Adults*. This is a requirement for all UT employees, faculty, and students enrolled in programs that work directly with children. You can access the free online training at <https://hr.tennessee.edu/training/training-services/child-protection-training/>.

Please save confirmation of completion and submit to Kathi Pauling at kpauling@utk.edu

APPENDIX I

Instructions for Completing Drug Screening & Background Check Required by Knox County Schools

(updated August 2019)

The following instructions were accurate at time of publication; however, they may change. Always refer to instructions from School Counseling Placement Coordinator.

Knox County Schools (KCS) requires students to complete drug screening and a background check prior to school counseling field experiences, which includes practicum and internships. The UT School Counseling Placement Coordinator will provide students with any form that needs to be completed. KCS drug screening is completed once provided you remain continuously enrolled in the master's program. KCS background check is completed each academic year.

KCS paperwork needs to be completed and taken to the district offices located at the Andrew Johnson Building at 912 South Gay Street. The Human Resources Department is located on the 15th Floor. The drug screening paperwork will be timestamped, and you will have 48 hours to complete the drug screening. Once the drug screening results have been received, a background check will be conducted.

The following website provides instructions for the KCS process:

<https://osbe.utk.edu/knox-county-schools-student-teaching-internship-registration/>

KCS District Offices:

- District offices are located at the Andrew Johnson Building at 912 South Gay Street. The Human Resources Department is located on the 15th Floor.
- Someone at the KCS district offices is available ***Monday- Wednesday 8am to 4pm*** to assist you.
- You will need to sign in at the security desk on the lobby level before being buzzed up to our floor.
- Parking is available in a variety of lots downtown and metered parking is available on the streets surrounding the building. Parking validation is NOT provided.

Contact Information:

Office of School-Based Experiences – osbe@utk.edu - BEC 329

Administrative Assistant: Julia Campbell – jcampb89@utk.edu - 974-5203

Director: Dr. Geri Landry – glandry@utk.edu - 974-5283.

APPENDIX J

Definition of Terms

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

Current APA Style: APA style refers to the writing style endorsed by the current edition of the Publication Manual put out by the American Psychological Association which provides guidelines related to writing, citing and formatting documents. Current is the 7th edition.

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

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

Graduate Assistantship: An assistantship is an appointment as a student employee, which offers a financial stipend to a graduate student for part-time work in teaching, administration, or research. For graduate research assistants, the maintenance fee is paid by the granting agency and is in addition to the stipend paid; tuition for out-of-state students is paid centrally by the university administration.

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

LPC: Licensed Professional Counselor, LPC-MHSP: Licensed Professional Counselor with Mental Health Service Practitioner Certification, further information regarding licensure can be found at <http://www.tennessee.gov/sos/rules/0450/0450-01.pdf>. Applications can be found at http://health.state.tn.us/boards/PC_MFT&CPT/applications.htm.

Minimum Graduate School Requirements, as defined by the Graduate Catalog, The Graduate Catalog, and its parameters related to minimum expectations and requirements can be reviewed at <http://catalog.utk.edu/>

Ph.D. Counselor Education Program Handbook

NBCC Certification: This refers to certification through the National Board of Certified Counselors, this is separate from a state licensure yet has value in the counseling community. More information on how to obtain this certification can be found at <http://www.nbcc.org/certifications/Default.aspx>

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

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

APPENDIX K

VALT Quick-Start Guide for Students

Video Audio Learning Tool (VALT), is installed and active in all 7 Counselor Training Clinic (CTC) rooms. This software will allow us to observe and record all activities in the clinic, including practice sessions, actual counseling sessions, and supervision. This quick guide will help you navigate VALT and your associated account.

REMEMBER: VALT does not replace Skedda. First make your reservation on Skedda. Then, set up your VALT recording.

TECHNICAL PREREQUISITE: To do anything within the VALT system, you must first log into UT's VPN via your NetID and password. UT provides press **Pulse Secure** software for PCs, Macs, IOS, and Android. To secure this software and configure your devices for easy login, see <https://help.utk.edu/kb/index.php?func=show&e=2712>

LOG IN

1. Ensure you are logged into UT's VPN via Pulse Secure
2. Navigate to <http://ehhsvalt.occ.utk.edu/>
3. Enter your NetID (username) and password (password)

RECORD

VALT offers two options for you to record your sessions.

1. **Schedule a recording in advance (Preferred)** - the "Schedule" button will ask you to complete a form allowing it to categorize your and to schedule when to start and end a recording. You can also use the "sharing" feature to select certain individuals (e.g., instructors, supervisors, or a peer) to access your video. "Retention" will let you tell VALT how long to keep your recording. VALT will automatically start and stop the recording at the times you specify. If you start early or run late, your video may be incomplete; if someone else is using the room, you may accidentally record some of their session. Please be careful when selecting times.
2. **In-room buttons (Not preferred)** – You can start and stop videos by pressing the buttons in the clinic rooms (red light indicates VALT is recording). However, this option does not automatically associate the recording with your username. This will require that a faculty member or clinic staff member sort through recordings and manually reassign to you before you can access it. We will use this option sparingly.

UPLOAD

You can use the Upload feature to import an external audio or video recording into the VALT system. After you have uploaded, you can share and markup as with other VALT videos.

REVIEW

To review your recordings, go to the "review" tab. You will be able to view your recording, edit information about the recording, edit your video (e.g., clip, redact), and use the marker sets to make notes on your video for your supervisor or instructor to view. You can also change sharing permissions to another student, doctoral student, or faculty member can view your video.

NEED MORE HELP?

See <https://ipivs.com/wiki/Home>

APPENDIX L

CTC Room Reservations

<https://utkcounseling.skedda.com>

Counselor education students have access to seven private rooms for supervision, counseling, role play, and other program activities that require confidential space. This guide will help you understand use of rooms and how to reserve them.

Appropriate Room Use	Inappropriate Room Use <i>(use assigned office or cubicles instead)</i>
Counseling (e.g., CTC, FUTURE, ASPIRE)	Office hours (unless otherwise approved)
Supervision	Homework
Course role plays and practice	GTA/GRA functions that can be conducted in cubicles (e.g., grading, planning, coding)
TA or internship meetings that require confidential space	Social
Official research activities which require confidential space (e.g., participant interviews)	Rest

Hours

- † Monday-Thursday 8:00am – 8:00pm
- † Friday 8:00am-5:00pm

Codebox

- † The code to all CTC rooms is 2164#
- † Do not share this code with others outside the program

Room Etiquette

- † **Remember, cameras are live at all times; even if you are not recording, individuals with admin status can access a camera in any room at any time**
- † **Leave space in same condition (or better) than you found it. Before you leave,**
 - Return all furniture to original location
 - Turn off lights, fans, and noise machines (if applicable)
 - Close doors

To Book Reservations

- † First time only: create an account at <https://UTKCounseling.skedda.com/register?key=872dce1>
- † Login to your account at <https://utkcounseling.skedda.com>
- † Code your event or recurring event as follows
 - [Course/program] – [Activity]
 - **Course/program codes** – enter course number, FUTURE, GOI, etc.
 - **Activity codes** – SUP = supervision, COUN = Counseling, ROLE = Practice/Assignment, GTA= Teaching, GRA = Research
 - **Example** – For example, if you are supervising a practicum student, enter “COUN 555 – SUP.” If you are practicing for COUN 480, enter “COUN 480 – ROLE.” If you are seeing a FUTURE student as a client, enter “FUTURE – COUN”
- The conference room is not on Skedda. If you need to reserve the BEC 502D, contact Kathi in Claxton 421 or kpauling@utk.edu