

**Student Handbook
For
Master of Science in Education
With a Major in Counseling**

**Counselor Education Program
The University of Tennessee at Martin
Department of Educational Studies**

Counseling education faculty members are committed to multiculturalism in counseling. Therefore, all student interns are expected to abide by the standards in the ACA Code of Ethics and Standards of Practice concerning multiculturalism and diversity issues in working with clients in school and mental health settings.

COUNSELING FACULTY, DEPARTMENT OF EDUCATIONAL STUDIES

240 Gooch Hall

UNIVERSITY OF TENNESSEE AT MARTIN, TN 38238

Revised 2015

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WELCOME

Welcome to the University of Tennessee at Martin! We take great pride in our program, faculty, staff and students and look forward to your joining us. Our goal is to provide you with a challenging and rewarding counselor training program, requiring your dedication, motivation, and active participation. A unique aspect of our program is that all courses are delivered online rather than taught in a traditional face-to-face format. It is our hope that you will benefit from the access, convenience, and dynamic nature of online instruction. Our faculty has been trained to deliver online courses and works constantly to take advantage of the most current developments in online learning to provide you with a challenging, rewarding educational experience.

This handbook provides information about departmental expectations and requirements for satisfactory completion of the Masters of Science in Education degree with a major in Counseling at the University of Tennessee at Martin (UTM). Students may access the handbook online on the UTM Counseling Program website.

All students are responsible for:

- Reading this handbook thoroughly.
- Understanding and knowing its contents.
- Signing the Handbook Acknowledgement Form found in the appendix of this handbook and mailing it to the following address:

Coordinator of Education Graduate Programs Management
205 Gooch Hall
University of Tennessee at Martin
Martin, Tennessee 38238

Be sure to take advantage of our Facebook page: <https://www.facebook.com/groups/utm-counseling-program/>
You will receive an invitation via email to join our group. We hope that you do! On this page we post news about the program, current students, alumni, and job openings. We also share articles and news about the counseling profession. Come join us on Facebook and stay connected to the program, your profession, and your fellow students!

THE DEPARTMENT OF EDUCATIONAL STUDIES

The Counseling program is located in the Department of Educational Studies in the College of Education, Health, and Behavioral Sciences. The College has as its primary mission the preparation of a diverse clientele of students through a variety of program offerings, which meet state, regional, and national accreditation standards, for either entry into the world of work or further academic study at the graduate level. Those who choose to enter the world of work include those prepared to teach Pre K-12 students and perform other school service functions as well as others who may choose to embark upon careers in such public service areas as business, government, social and psychological services, personnel management, and the criminal justice system. Those who continue academic study at the graduate level may pursue a degree leading to leadership licensure in education or an advanced degree in a wide range of occupations related to the behavioral sciences.

The Department of Educational Studies has as its primary mission the preparation of P-12 classroom teachers, administrators, and school service personnel for the public schools in Tennessee as well as the nation. Some options exist for students desiring to obtain the skills and strategies of the education professional for use in nonpublic school situations. The Department of Educational Studies offers graduate and undergraduate degrees as well as licensure programs in a variety of educational and counseling fields.

MASTER OF SCIENCE IN EDUCATION DEGREE

The Department of Educational Studies prepares masters level counselors academically and professionally to enhance the overall quality of life for clients and to promote respect for diversity in all its manifestations. The department offers a Master of Science in Education degree with a major in Counseling with four concentrations: Clinical Mental Health Counseling, School Counseling, Student Affairs and College Counseling, and Addictions Counseling.

The Master of Science in Education degree in Counseling with a concentration in Clinical Mental Health Counseling, successful completion of the National Counselor Examination, and fulfillment of the postgraduate supervised experience leads to eligibility for the Licensed Professional Counselor credential in Tennessee. This preparation is also likely to satisfy the requirements in other states. Students are encouraged to refer to their own state's licensure requirements.

The Master of Science in Education degree in Counseling with a concentration in School Counseling leads to eligibility for P-12 licensure as a school counselor in Tennessee. Students must pass the School Counseling Praxis exam. The Master of Education degree may lead to licensure or endorsement in other states; however, students are encouraged to identify early in their program the specific licensure/endorsement requirements in the state where they intend to work after graduation. (http://www.tennessee.gov/education/lic/praxis_specialty.shtml)

The Master of Education degree in Counseling with a concentration in Addictions Counseling, in addition to the successful completion of the National Counselor Examination, and fulfillment of the postgraduate supervised experience leads to eligibility for the Licensed Professional Counselor credential in Tennessee. This preparation is also likely to satisfy the requirements in other states. Students are encouraged to refer to their own state's licensure requirements.

The Student Affairs and College Counseling concentration does not lead to licensure, but will qualify a student to be prepared to work in the student affairs profession.

COUNSELING PROGRAM MISSION STATEMENT

The mission of the University of Tennessee at Martin's Masters of Science program in counseling is to prepare socially ethical and competent professionals in clinical mental health, university, and school settings. We aspire to

develop counselors who are technically skilled, personally aware, empathic, and accepting of the cultural and social differences of their clients or students.

The UTM Counselor Program is designed to develop counselors who are *enhancers of human development* and believe counselors should know how to improve learning through the use of a wide variety of materials including human and technological resources. Therefore, we confirm our commitments to *diverse learners* and the *use of technology* as an additional *communication* tool to enhance student learning.

PROGRAM GOALS

Derived from best practice and current research and adapted from the conceptual framework for the Teacher Education Program: *Educators as Facilitators of Learning*, the UTM Counseling program has adopted program goals based on the theme *Professional Educators as Leaders and Enhancers of Human Development*. This program has four components:

Knowledge, Skills, and Application

Counselors should be knowledgeable of the varied disciplines that have influenced the development of the profession of counseling. They should possess knowledge of counseling theory and the counseling process and be able to effectively conduct counseling sessions. They should be aware of technological issues in counseling. They should understand the need for assessment and appraisal of human needs, and how this assessment can best be achieved. Counselors should be aware that many clients possess learning, behavioral, or emotional problems and that knowledge of these is needed. Counselors should understand career development theories and recognize the complexities of career development and its impact on mental health. Counselors also need to realize that the diversity of our society indicates a continuing and increasing need for counselors to become cross-culturally sensitive and competent. Counselors should recognize and understand their own cultural background and not allow personal biases and values to influence their ability to assist clients who are culturally different.

Human Relations

Counselors should possess good interpersonal and communication skills. They should be able to enlist the assistance of their colleagues' knowledge and expertise to complement their own. They should be effective in coordinating their counseling program with parents, community resources, and other significant individuals.

Inquiry

Counselors should be informed of current research and issues in counseling. Counseling decisions should be grounded in research and best practice. Counselors need to understand that knowledge of research and developments in the field is crucial to effecting significant improvement in counseling.

Professional and Ethical Behavior

A thorough knowledge of ethical issues and practice is essential for persons preparing to become counselors. Practicing professionals and counselor trainees must be familiar with the ethical standards of their professional specialization. Counselors must know how to make ethical decisions and to apply ethical codes to the counseling situations that they encounter.

STUDENT LEARNING OUTCOMES

The Council for the Accreditation of Counseling and Related Programs (CACREP) has identified eight common core curricular areas that are required of all counselor training programs. After completing the graduate degree, our students should be prepared to enter the counseling profession confident in their ability to meet the standards of their chosen professional specialization. The following broad student learning outcomes have been developed to reflect the eight common core areas:

Knowledge

Students will demonstrate sufficient knowledge of content within the eight common core curricular areas (professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program development).

Skills

Students will demonstrate effective counseling skills in their coursework and during their field experiences.

Professional Behavior

Students will adhere to the ethical code of their counseling professional association when completing coursework and field experiences.

Specialization

Students will demonstrate knowledge of their specialty area (clinical mental health, school counseling, addictions counseling, or student affairs and college counseling).

STUDENT EXPECTATIONS

Student Conduct

All students are expected to adhere to the policies of the university as outlined in the UTM Student Handbook (http://www.utm.edu/studenthandbook/student_handbook.pdf). It is essential that students consider the well-being of the greater campus community and to conduct themselves as good citizens. It is expected that students will obey all university policies and procedures as well as all local, state, and federal laws. Students will uphold and maintain academic honesty and integrity.

As counselors-in-training, it is expected that students will become knowledgeable of, and adhere to, the ethical guidelines of the American Counseling Association (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>) and/or the American School Counseling Association (<http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>).

Online Confidentiality

One of the goals of our program is to help you become more self-aware. This is important for all ethical professionals in counseling, as self-awareness allows for greater empathy for clients, and also for self-monitoring of the counselor's own physical and emotional health. Our courses will often require you to consider and share your own personal experiences with the instructor and/or with other students. This could come in the form of a written paper turned in to the instructor, or as a post on a Discussion Board forum read by all of the students in the course. We expect students to decide for themselves what they share in these assignments, taking into consideration the sensitivity of the information and their own comfort level in sharing it with others. UTM faculty and students are expected to keep confidential any information of a personal nature disclosed during the course. We must trust each other to uphold this level of confidentiality in order to build a strong academic community. And we must always conduct ourselves as ethical professionals in our interactions with students and faculty.

Student Personal Issues

It is important to convey to you that the classes in which you will enroll are academic training classes, not counseling, and that your instructors and advisors, while sensitive to issues that may emerge, should not be expected to act in the capacity of counselors or therapists with you, either in or out of the classroom. Your acceptance of admission into our program requires that you assume responsibility for taking care of personal issues in an appropriate forum outside the Counseling Program. We strongly recommend that students who find themselves experiencing levels of discomfort or distress while undergoing training seek either individual, couple, or group counseling with professionals who have no connection with our Program. Likewise, participation in individual, couple, or group counseling outside of the Program is highly recommended as an avenue of personal and professional development and growth. We hope that each student will engage in therapy prior to graduation to understand the experience of clients.

Technical Competencies

All counseling program courses are conducted online through the Blackboard Learn system, and you will be

required to meet basic computer competencies for success in an online course:

- Have a computer and a stable Internet connection
- Understand basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet)
- Able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents. You can find tutorials in a variety of locations, including the [Microsoft Training Page](#).
- Must be able to use a Web browser to open Web pages, work with PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet
- Must be able to use an e-mail program to send, receive, store, and retrieve messages
- Must be able to download and install programs (and/or plugins, widgets, etc.) from the Internet

Student Responsibility/Technical Difficulties Policy

You are responsible for ensuring that you can access all course material on a regular basis either from the university campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files.

If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.

The ITS Helpdesk was created in the Fall Semester of 1997 in order to assist students, faculty, and staff of the UTM community with general computer and technology questions. It is currently located at 248 Paul Meek Library.

The Helpdesk performs a variety of tasks:

- Answering general questions about campus technology
- Providing verbal assistance with software and hardware problems
- Relaying information and requests to all departments of Information Technology Services such as software installation, hardware repair, Banner training, and account management.
- Controlling lab access and hours so that labs are only available to students, faculty, and staff at appropriate times
- Fixing minor hardware problems in the labs such as paper jams and refilling toner in the printers
- Recording 24-7 security videos in the labs to help ensure the safety of everyone and everything in the labs at all times
- Assisting students, faculty, and staff that live on campus with configuration and installation of their UTM networking materials so that they may have internet access from their personal computers on the campus network

You can call the UTM HelpDesk at 731-881-7900 or send e-mail to [helpdesk@utm.edu].

Netiquette

Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and

generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- Do not hesitate to ask for feedback.
- Unlike in a classroom setting, what you say in the online environment is documented and not easily erased or forgotten. Choose your words carefully.

ADVISING

Upon admission to the counseling program, all students will be assigned a faculty advisor to assist them with degree planning, course selection and registration, practicum and internship site selection, and other programmatic concerns. Students should contact their advisor within the first semester of enrollment and prepare a degree plan. Each semester thereafter, students should consult with their advisors before registering for classes. The university will place an advisor's hold on each student's account, preventing him or her from registering for courses until the hold is removed by the individual advisor. Once the student has contacted the advisor and discussed the upcoming semester's course plan, the advisor will remove the hold.

The student and advisor will devise a program of study, outlining the student's intended progression through the program. This initial program of study will help to guide the student in making enrollment decisions each semester. Students are strongly encouraged to establish regular contact with their advisor to discuss changes to this plan as needed.

In addition to faculty advisors, students will be enrolled in the Education Graduate Program Announcement Blackboard section for advising. The counseling program updates the Blackboard site with relevant and time-sensitive information such as announcements, forms, and dates/deadlines. Students are responsible for the information posted on this site and for monitoring the site on a consistent basis.

COURSE LOADS

A full load is 9 semester hours. Four hours will be considered a half load. Six hours will be considered a three-quarter load. Undergraduate hours taken to meet degree requirements will be included with all graduate hours to

determine course load.

The maximum load for a graduate student is 15 semester hours during fall and spring semesters and six semester hours per summer session. Maymester is limited to three semester hours only. To register for more than the maximum course load in any semester requires approval of the appropriate Graduate Coordinator and the advisor.

PROGRAMS OF STUDY

Students should use the following descriptions to design and follow their individual plans of study. Each of the eight common core areas of the program objectives are represented in the following programs of study.

Clinical Mental Health Concentration (60 hours)

<u>Professional Orientation and Ethical Practice</u> COUN 722 Professional, Ethical and Legal Issues in Counseling COUN 783 Clinical Mental Health Counseling	<u>6 hours</u>
<u>Social and Cultural Diversity</u> EDFN 720 Multicultural Issues in Education and Counseling	<u>3 hours</u>
<u>Human Growth and Development</u> COUN 716 Growth and Development Across the Lifespan	<u>3 hours</u>
<u>Career Development</u> COUN 730 Career Counseling	<u>3 hours</u>
<u>Helping Relationships</u> COUN 725 Theory and Techniques of Counseling COUN 748 Principles of Crisis Intervention COUN 785 Practicum in Counseling COUN 788 Internship in Counseling I COUN 792 Internship in Counseling II	<u>15 hours</u>
<u>Group Work</u> COUN 740 Group Dynamics	<u>3 hours</u>
<u>Assessment</u> COUN 760 Individual Appraisal	<u>3 hours</u>
<u>Research and Program Evaluation</u> EDFN 710 Research in Education COUN 784 Mental Health Services Management, Consultation, and Supervision	<u>6 hours</u>
<u>Specialization</u> COUN 750 Mental Health and Psychopathology COUN 775 Counseling Children/Adolescents with Psychological Dysfunction COUN 776 Psychopharmacology COUN 777 Psychopathology: Diagnosis and Treatment COUN 782 Alcohol and Substance Abuse Counseling	<u>15 hours</u>
<u>Electives (chosen in consultation with advisor)</u>	<u>3 hours</u>

Suggested Electives:

COUN 745 Current Issues in Counseling
COUN 746 Expressive Arts in Counseling
COUN 781 Introduction to Marital and Family Counseling

School Counseling Concentration (48 hours)

<u>Professional Orientation and Ethical Practice</u> COUN 722 Professional, Ethical and Legal Issues in Counseling	<u>3 hours</u>
<u>Social and Cultural Diversity</u> EDFN 720 Multicultural Issues in Education and Counseling	<u>3 hours</u>
<u>Human Growth and Development</u> COUN 716 Growth and Development Across the Lifespan	<u>3 hours</u>
<u>Career Development</u> COUN 730 Career Counseling	<u>3 hours</u>
<u>Helping Relationships</u> COUN 725 Theory and Techniques of Counseling COUN 748 Principles of Crisis Intervention COUN 785 Practicum in Counseling COUN 789 Internship in Secondary School Counseling COUN 790 Internship in Elementary School Counseling	<u>15 hours</u>
<u>Group Work</u> COUN 740 Group Dynamics	<u>3 hours</u>
<u>Assessment</u> COUN 760 Individual Appraisal	<u>3 hours</u>
<u>Research and Program Evaluation</u> EDFN 710 Research in Education	<u>3 hours</u>
<u>Specialization</u> COUN 786 Organization and Administration of School Counseling Services/Programs	<u>3 hours</u>
<u>Electives (chosen in consultation with advisor)</u> <i>Suggested Electives:</i> COUN 712 Learning and Instruction (required of all school counseling students who are not licensed teachers or do not have 30 hours of teaching experience) COUN 750 Mental Health and Psychopathology COUN 775 Counseling Children/Adolescents with Psychological Dysfunction COUN 781 Introduction to Marital and Family Counseling	<u>3 hours</u>

Addictions Counseling (60 hours)

<u>Professional Orientation and Ethical Practice</u> COUN 722 Professional, Ethical and Legal Issues in Counseling	<u>6 hours</u>
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COUN 747 Introduction to Addictions Counseling	
<u>Social and Cultural Diversity</u>	<u>3 hours</u>
EDFN 720 Multicultural Issues in Education and Counseling	
<u>Human Growth and Development</u>	<u>3 hours</u>
COUN 716 Growth and Development Across the Lifespan	
<u>Career Development</u>	<u>3 hours</u>
COUN 730 Career Counseling	
<u>Helping Relationships</u>	<u>15 hours</u>
COUN 725 Theory and Techniques of Counseling	
COUN 748 Principles of Crisis Intervention	
COUN 785 Practicum in Counseling	
COUN 788 Internship in Counseling I	
COUN 792 Internship in Counseling II	
<u>Group Work</u>	<u>3 hours</u>
COUN 740 Group Dynamics	
<u>Assessment</u>	<u>3 hours</u>
COUN 760 Individual Appraisal	
<u>Research and Program Evaluation</u>	<u>3 hours</u>
EDFN 710 Research in Education	
<u>Specialization</u>	<u>15 hours</u>
COUN 750 Mental Health and Psychopathology	
COUN 776 Psychopharmacology	
COUN 777 Psychopathology: Diagnosis and Treatment	
COUN 781 Introduction to Marital and Family Counseling	
COUN 782 Alcohol and Substance Abuse Counseling	
<u>Electives (chosen in consultation with advisor)</u>	<u>3 hours</u>
<i>Suggested Electives:</i>	
COUN 745 Current Issues in Counseling	
COUN 746 Expressive Arts in Counseling	

Student Affairs and College Counseling Concentration (48 hours)

<u>Professional Orientation and Ethical Practice</u>	<u>3 hours</u>
COUN 722 Professional, Ethical and Legal Issues in Counseling	
<u>Social and Cultural Diversity</u>	<u>3 hours</u>
EDFN 720 Multicultural Issues in Education and Counseling	
<u>Human Growth and Development</u>	<u>3 hours</u>
COUN 753 Student Development and Higher Education	

<u>Career Development</u> COUN 730 Career Counseling	<u>3 hours</u>
<u>Helping Relationships</u> COUN 725 Theory and Techniques of Counseling COUN 748 Principles of Crisis Intervention COUN 785 Practicum in Counseling COUN 788 Internship in Counseling I COUN 792 Internship in Counseling II	<u>15 hours</u>
<u>Group Work</u> COUN 740 Group Dynamics	<u>3 hours</u>
<u>Assessment</u> COUN 760 Individual Appraisal COUN 754 Assessment, Evaluation & Administration of Student Affairs & College Counseling	<u>6 hours</u>
<u>Research and Program Evaluation</u> EDFN 710 Research in Education	<u>3 hours</u>
<u>Specialization</u> COUN 750 Mental Health and Psychopathology COUN 752 Student Affairs in Higher Education	<u>6 hours</u>
<u>Electives (chosen in consultation with advisor)</u> <i>Suggested Electives:</i> COUN 745 Current Issues in Counseling COUN 746 Expressive Arts in Counseling COUN 781 Introduction to Marital and Family Counseling	<u>3 hours</u>

Program Prerequisites

There are two significant program prerequisites for counseling students. EDFN 710 Research in Education has a prerequisite of a junior or senior level statistics course with a passing grade/grade of C or better. Students who have not taken such a course or who did not earn the required grade in the course must complete EDEV 710 Educational Statistics and earn a C or better.

The second significant prerequisite concerns the school counseling specialization. School counseling students who lack teaching experience must complete COUN 712 Learning and Instruction before enrolling in COUN 785 Counseling Practicum. As part of the course, students are required to complete 30 hours of observation in a school setting.

Any student who must take one of the prerequisite courses may count that course as his/her elective. Otherwise students may select an elective from a variety of disciplines: Counseling, Special Education, Child and Family Studies, and Criminal Justice as well as others. Students should confer with their advisors as to which electives are most appropriate for their specialization.

Course Prerequisites

Course Name	Required for Enrollment
EDFN 710 Research in Education	EDEV 710 Educational Statistics OR PSY 318 OR upper level undergraduate statistics course with a C or better
COUN 776 Psychopharmacology	COUN 750 Mental Health and Psychopathology OR graduate level abnormal psychology course OR concurrent enrollment
COUN 785 Counseling Practicum	Admission to Candidacy and Instructor's approval COUN 712 Learning and Instruction for school counseling students who are not licensed P-12 teachers
COUN 788 Internship in Community Counseling I COUN 792 Internship in Community Counseling II	These courses may be taken during the last two semesters of course work. Students may take only one other course while enrolled in an internship course.
COUN 789 Internship in Secondary School Counseling COUN 790 Internship in Elementary School Counseling	

Course Rotation

Students are advised to become familiar with the course rotation and course prerequisites so that they can proceed through the program in a timely fashion. Constructing a degree plan requires coordinating the number of courses students can/want to take per semester with the course rotation schedule so that they will have taken the prerequisite courses needed to enroll in a course when it is offered. Students are responsible for monitoring and fulfilling course prerequisites so that when a course with prerequisites is offered, they will be eligible to enroll. Students receiving financial aid are reminded to plan so that they will be enrolled in a minimum of six (6) hours for every semester that they plan to receive aid. This rotation is subject to change. Consult the UTM Counseling webpage for updated information.

FALL ONLY	SPRING ONLY	SUMMER ONLY	FALL/SPRING ONLY	FALL/MAYMESTER	MOST SEMESTERS
COUN 720	COUN 730	COUN 748	COUN 785	COUN 786	EDFN 710
COUN 722	COUN 750	COUN 776	COUN 789		EDFN 720
COUN 725	COUN 753	COUN 781	COUN 790		COUN 712
COUN 740	COUN 754	COUN 782			COUN 716
COUN 747	COUN 760	COUN 783			COUN 788
COUN 752	COUN 775				COUN 792
	COUN 777				

Recommended Sequence of Coursework

Students are encouraged, but not required, to complete their coursework in the following sequence. However, they should complete Levels One and Two **before** proceeding to Level Three. Students may take one course from Level One or Two concurrently with internship for the purpose of maintaining financial aid.

Level One

EDFN 710 Research in Education
EDFN 720 Educational Studies: Multicultural Issues in Education and Counseling
COUN 716 Growth and Development Across the Lifespan
COUN 720 Introduction to Counseling
COUN 722 Professional, Ethical and Legal Issues in Counseling

Level Two

COUN 725 Theory and Techniques of Counseling
COUN 730 Career Development and Counseling
COUN 740 Group Dynamics
COUN 750 Mental Health and Psychopathology
COUN 760 Individual Appraisal
COUN 775 Counseling Children and Adolescents with Psychological Dysfunctions
COUN 783 Community Counseling (community/mental health counselors only)

OR

COUN 786 Organization and Administration of School Counseling (school counselors only)
COUN 785 Counseling Practicum
ELECTIVE 600 level or above

Level Three

COUN 789 Internship in Secondary School Counseling
COUN 790 Internship in Elementary School Counseling

OR

COUN 788 Internship in Community Counseling I
COUN 792 Internship in Community Counseling II

GRADE POLICIES

Grades

Graduate students are required to make an overall minimum cumulative grade point average of 3.00 in courses taken for graduate credit. The cumulative GPA for graduate students is based on graduate coursework taken at UT Martin.

Graduate students in the counseling program are allowed to earn two grades of C in courses required for graduation. If a third grade of C is earned in a course required for graduation, the student can petition the College of Education, Health, and Behavioral Sciences Graduate Committee to repeat one of the C grades. Students requesting to retake a course must submit a written request to their advisor who will then submit the request to the College of Education, Health, and Behavioral Sciences Graduate Committee and dean of Graduate Studies. If the petition to retake a class is approved, the repeated class must be taken at UT Martin. Any subsequent grades of C will make the student ineligible for continuation in the degree program. Graduate credit is allowed only for courses completed with grades A, B, C and P (Pass or Progress). Grades of D or F are counted in computing the scholastic average but carry no credit toward graduation.

Only the subsequent grade received in any course that is approved for repeat will be used to calculate the grade point average. Transferred work will not be counted in computing the grade point average of courses completed in the graduate program.

Incomplete Grade

The work of a student who is passing a course satisfactorily but cannot complete all the requirements due to illness, accident, or unavoidable circumstances may be reported as Incomplete (I). A faculty member may give an Incomplete (I) to a student in a course whom the faculty member regards as deficient in English language in that course, but who is otherwise passing. The Incomplete (I) will be removed when the Department of English and

Modern Foreign Languages certifies to the instructor that the student has made the necessary improvement.

It is expected that the student will remove the Incomplete (I) during the next semester after it is received. The student granted a bona fide I by his/her instructor may have the next full semester to complete the work necessary to erase the I before it is computed as an F. Thereafter, it shall be computed as an F until changed by student action within one calendar year of receiving the I or by automatic action after one calendar year when the I shall become a permanent F. The student need not be enrolled to remove the Incomplete.

Grade Appeals

When a graduate student wishes to appeal a grade, the appeal process must be initiated within the first three weeks of the next semester. The aggrieved student shall first discuss the matter with the faculty member involved to see if there is some error or misunderstanding which can be resolved between them. Failing this, the student may take the matter to the department chair. If the faculty member in the case is the department chair, the student shall go to the Dean. If the faculty member in the case is the Dean, the student shall go to the Vice Chancellor for Academic Affairs.

If the problem is not resolved, the student may request a hearing before the University Council. If the council decides in favor of the faculty member, the grade which has been given to the student will stand and there will be no further appeal. If the council finds in favor of the student, the matter will be remanded to the instructor for consideration.

The final decision of the faculty member stands affirmed and cannot be challenged regardless of the recommendations of the University Council.

Time Limits for Use of Graduate Credits

The time limit for the use of graduate credit toward a master's degree is six years (18 consecutive semesters) beginning with the earliest course applied toward the degree. For example, fall through summer semester is one year, as is spring through fall semester, and summer through spring semester. Normally this time limit may not be extended. In exceptional cases, courses taken beyond this period may be recognized by special written examination if given prior approval by the Graduate Council.

DISMISSAL AND REINSTATEMENT POLICIES

The following policies apply to all students admitted to the Counseling program:

1. Graduate students admitted on a conditional or unclassified basis must maintain a 3.00 cumulative GPA or be dismissed.
2. Graduate students who fail to maintain a cumulative 3.00 GPA will automatically be placed on academic probation. Such students will be continued on probation until a 3.00 cumulative GPA is achieved as long as they maintain a 3.00 semester average on graduate work during the probationary period. If they fail to achieve a 3.00 semester average any semester during the probation period, they will be dropped from the graduate school.
3. Students may be reinstated to Graduate Studies only on time and should begin the process by consulting with the appropriate graduate coordinator/designee. Reinstatement, however, is not automatic and requires approval of the dean of graduate studies. The approval will be based upon recommendation of the appropriate graduate committee (for students dropped from the program for reasons outlined in #1 above) or upon recommendation of the appropriate coordinator/designee (for

students dropped from the program for reasons outlined in #2 above).

4. A student may appeal a negative decision for reinstatement by sending a written statement to the Graduate Council (c/o Graduate Studies Office). The student will be notified when the petition will be brought before the Council and will have an opportunity to appear in person to present his/her case. The dean of Graduate Studies will notify the student of the Council's decision.

RESIDENCY

All counseling students are required to attend a four-day Residency program (offered in January and June). Degree-seeking students' attendance is mandatory in order to be admitted to candidacy in the program. Non-degree seeking students are required to attend in order to allow for a more formal evaluation of their dispositions and counseling skills to aid in program endorsement of the student. At the time of admission to the program, students must sign a form acknowledging this requirement. Students are eligible to attend the Residency after they have completed a minimum of 15 credit hours up to 24 credit hours. A student who earns 24 credit hours but has not attended Residency, is not allowed to register for more courses until the Residency requirement is completed. Degree seeking students must satisfactorily complete COUN 725, Theories and Techniques of Counseling, and COUN 740 Group Dynamics, in order to be eligible to attend Residency. At the time of application to candidacy, students will register to attend the upcoming Residency.

The Residency will be held on the Martin campus. Students are responsible for providing their own transportation and lodging. During this meeting students will participate in individual and group meetings with faculty and fellow students. Specific counseling topics will be presented and discussed and students will have a chance to role-play counseling techniques. As a faculty, we look forward to the Residency. This is our time to meet our students face-to-face, enjoy some casual time together, and foster a sense of community.

ADMISSION TO CANDIDACY

Admission into the program is the first step toward the master's degree, allowing students to take courses that may be counted toward graduation. Full admission into candidacy, which allows the student to continue in the program, requires a few more steps. Degree-seeking students are eligible to apply for admission to candidacy once they have completed or enrolled in a minimum of 15 credit hours. Students must satisfactorily complete COUN 725 Theories and Techniques of Counseling and COUN 740 Group Dynamics prior to completing application. The instructors for both of these courses will complete a dispositions evaluation of each student, which is an important method to assess the student's ability to complete the program and become a competent counseling professional.

Students must also complete a four-day residency, which is required for full admission to candidacy and continuation in the program. At the end of the Residency each faculty member completes a dispositions evaluation of each student. Approval for candidacy requires the successful completion of residency and favorable dispositions evaluations (from COUN 725, COUN 740, and from each faculty member at the end of Residency).

Students who are not admitted to candidacy may reapply for admission one additional time within one calendar year from date of notification. Degree-seeking students may not complete more than 24 credit hours without successfully completing the four-day residential meeting.

To apply for Admission to Candidacy, students must submit the online application. The Education Graduate Office will verify eligibility. (www.utm.edu/departments/cebs/edgrad/index.php).

EVALUATION AND RETENTION OF STUDENTS

The counseling faculty assumes the role of gatekeeper to the profession of counseling. Part of that responsibility involves the evaluation of the readiness of each student to become an effective counselor. Academic progress is an

important aspect of this evaluation. Our courses are designed to assess each student's grasp of the knowledge and skills necessary to be a counselor. We also recognize the need to assess other dispositions that impact professional performance such as level of maturity, judgment, emotional stability, sensitivity to others, and self-awareness.

Policy for Addressing Concerns about Students

At the end of each academic year the counseling faculty will meet to evaluate each student's progress in academic work, counseling skills, and interpersonal/intrapersonal effectiveness. Students who have difficulties with one or more of these dispositions will receive written and oral feedback from their advisor concerning their progress in the program. The student is allowed to provide written and oral responses to this feedback. All written feedback is placed in the student's file. Typically, the advisor and the student can develop a plan to address the concerns. If not, the advisor will meet with the counseling faculty to discuss the need for further monitoring of the student and the necessity for a remediation plan. If a remediation plan is developed, a meeting is scheduled between the student, advisor, and program director in which the plan is discussed and the student is allowed to ask questions. A final plan is then agreed upon, signed by the student, advisor, and program director, and placed in the student's file. The remediation plan will include a description of the concerns, the goal(s) for the student to address the concerns, the behaviors required of the student to meet the goal(s), the means of evaluating progress, the time frame in which these goals must be met and the consequences for both failure to meet the goals and for meeting the goals, including the possibility of removal from the program.

If the student fails to make sufficient progress toward the goals outlined in the remediation plan a meeting will be held with the student, the advisor, and the program director. At that time the lack of progress will be discussed and the student will be given a chance to respond. After this meeting, the counseling faculty will meet to determine the next course of action. The student may be given additional guidance and the time extended in which to meet the goals. Or, the student may be asked to withdraw from the program. The student will be notified in writing of the decision and this document will be placed in the student's file. If withdrawal is recommended, this is forwarded to the departmental chair and college dean. The student will be offered academic and vocational advising.

FIELD EXPERIENCES

Field placement experiences are a part of all four counseling concentrations. Each experience develops distinct competencies through didactic interaction, experiential activities, and progressive levels of responsibility. Experiential activities in didactic courses offer counseling students an opportunity to practice skills needed for practicum and internship courses. The practicum is designed to help students develop the required knowledge and counseling skills for the applied setting. The internships provide students with experience in all aspects of professional functioning applicable to their concentration. Each counseling concentration has a separate Practicum/Internship Handbook which outlines the requirements, responsibilities and expectations for students, sites, and the university. Consult the appropriate handbook for more detailed information.

The internship is the culminating field experience in the counseling program. It is intended to provide counseling interns with practical, relevant, and meaningful experience whereby the students can relate academic and theoretical learning to field application. The internship experience also provides interns with evaluative feedback on their knowledge, attitudes, and skills with specific client populations. Since interns already have received training in counseling, the staff and clientele at the placement site should benefit from the services provided by the interns.

Interns are expected to assume a broad spectrum of counseling roles and functions. As much as possible, interns are asked to participate in work activities that are similar to those of the supervising counselor. Students who are currently employed in the counseling (or a closely related) field and who intend on counting work hours toward internship requirements should discuss any additional duties (e.g. hours, experiences) that may be required with their advisor.

Courses Including Field Experiences

The following courses provide opportunities for field experience and represent the field experience activities in the counseling program including those prior to and including the internship courses.

COUN 712 Learning and Instruction – Overview of research related to the major theories of learning with emphasis on classical and operant conditioning, social learning theory, and cognitive theories applied to school environments. Required for students in school counseling who are not licensed teachers or who do not have documented teaching experience. As part of the course, students are required to complete 30 hours of observation in a P-12 school setting of their choice, completing 15 hours in an elementary setting and 15 hours in a secondary setting.

COUN 740 Group Dynamics – Students will attend/observe three group meetings to include at least one Twelve Step meeting and one meeting not part of their place of employment for a minimum of five (5) hours of field experience.

COUN 760 Individual and Group Appraisal - Students are required to administer and score two tests for a child, adolescent or adult. Students must submit the results in a written case study format. Students will accrue approximately five (5) hours of field experience.

COUN 785 Counseling Practicum – Students are required to complete a minimum of one hundred (100) hours of in an appropriate counseling setting under the supervision of a qualified supervisor. A minimum of forty (40) clock hours of direct service with actual clients or students is required.

COUN 789/790/788/792 Internship: All internship students must complete a total of 600 hours (240 client contact, 30 supervision) in internship. Each of two internship courses will provide the opportunity to complete 300 hours (120 client contact, 15 supervision). During the internships, students will participate in the services provided by the school or agency. This may include individual and group counseling, classroom guidance, consultation, and program coordination. Students should include experiences with diverse populations. All students will be supervised by their university faculty supervisor, and a site supervisor. Internships are graded on a Pass/Fail basis. In order to pass, the student must complete all required hours, participate in supervision with both the site supervisor and the university supervisor, complete all necessary forms (listed in the Practicum and Internship Handbook), receive satisfactory midterm and final evaluations from the site supervisor, and submit a final paper that follows the specific directions in that particular internship course.

Professional Liability Insurance

All students must have personal professional liability insurance before beginning any field placement experience. Such insurance is available at student rates from the American Counseling Association (ACA). The website states “The ACA Student membership now includes liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum at a post secondary institution. Coverage is solely while performing counseling services (e.g. practicum and internship) related to such curriculum.” Application forms for liability insurance and membership in ACA are available online at www.counseling.org.

Student insurance is also available from the American School Counselor Association (ASCA). The website states “Starting Oct. 1, 2005, all professional* and student ASCA members will automatically be covered for \$1 million in professional liability coverage at no additional cost. Application forms for liability insurance and membership in ASCA are available online at www.schoolcounselor.org.

Professional liability insurance is also available from the university. Students should contact the Education Graduate Programs office for information regarding rates, coverage, and effective dates.

Site Selection

All students are responsible for selecting their practicum and internship sites. Selecting an appropriate site is essential for the greatest benefit. The student's advisor and/or course instructor will collaborate with the student to discuss potential sites. The student's experience, abilities, and career goals will be considered when advising the student. A list of approved sites and site supervisors is available on the Education Graduate Program Announcement Blackboard site, in the Counseling Program section. Students may refer to this list when making decisions about practicum and internship placement.

Counseling students should discuss possible sites with their advisors early in their program. The first term during which a counseling student is enrolled is not too early to begin thinking about practicum and internship. As the student and his/her advisor construct a degree plan, they will be projecting times for practicum and internship which will assist the student in planning well in advance.

The forms and deadlines for each semester are found on the Education Graduate Program Announcement Blackboard site. Students access and submit the form on Blackboard. If the site has not been approved previously, and is not on the university's list of approved sites, the program faculty will determine whether the site is appropriate before the student's placement can be approved.

Sites have the option of offering or declining to offer a student intern applicant a placement. The student applicant should approach each site visit just as he/she would a job interview. He/she should take a resume and any other documentation that might be helpful to the person in charge of placing interns at the sites selected.

Some community counseling students prefer completing the internships at different sites so they can experience more than one professional environment. Other students prefer completing both internships at the same site so they can have a long-term, in-depth experience. There are advantages and disadvantages to both approaches that can be discussed with the student's advisor, course instructor, and site supervisor.

Prior to the start of the internship, all internship students are expected to arrange an initial interview with their site supervisor. Students are expected to participate in on-site orientation before beginning the internship. This orientation will enable the internship student to become acquainted with workers at the placement site and will provide an orientation to site procedures.

Site Supervisor

Supervisors for the counseling internship must have a master's degree in a mental health profession (counseling, psychology, or social work), an advanced degree in nursing with a specialization in psychiatry, or a degree in medicine with a specialization in psychiatry. Supervisors for Community Counseling interns must be licensed (certified) in their respective fields: counseling, psychology, social work, psychiatric nursing, or psychiatry. Supervisors for School Counseling interns must be licensed/certified school counselors and have a minimum of two years experience as a school counselor. When the student submits the internship application, a *Site Supervisor Application* should be submitted also.

Ideally, site supervisors will be actively involved in national professional associations and organizations such as the American Counseling Association, the American Mental Health Counseling Association, and the American School Counselor Association. In addition, to national organizations, state and regional organizations such as the Tennessee Counseling Association, the Tennessee Licensed Professional Counselor Association, and/or the Tennessee School Counselor Association are recommended. Participation in these activities helps to assure that supervisors are current with professional standards of behavior and practice.

The role of the site supervisor is to provide supervision, guidance, and mentoring to counseling interns. Interns should provide a university internship manual and/or the link to the online website to each of their site supervisors.

Student evaluation forms and instructions for completion are included in the manual. The site supervisor's evaluation will influence the intern's course grade.

The intern should provide the site supervisor with a schedule of the beginning and ending dates of the internship as well as dates when the student might be absent, *e.g.*, holidays. Students should keep an internship log documenting their weekly activities and hours for their site supervisor and faculty supervisor. Site supervisors need to verify hours by initializing the log weekly and sign the final log that documents the total number of hours for the placement. Site supervisors must submit a midterm and final evaluation for the student intern.

Each student should access and read the appropriate Practicum and Internship Handbook as early in their program as possible.

Accumulation of Hours for Practicum and Internship

Students cannot accrue hours for practicum or internship until the semester begins. No hours can be carried over from practicum to internship. A maximum of 20 hours from Internship I to Internship II (or from Internship II) may be carried over between semesters for Community/Mental Health students. All hours accrued during the practicum and internship should be logged.

Students accruing less than 85% of the required hours for the practicum or internship class receive a failing grade unless there are extenuating circumstances. Students accruing less than 85% of the required hours but with extenuating circumstances receive a grade of **Incomplete**. Examples of extenuating circumstances include a prolonged illness, failure of the site to provide a sufficient number of clients, or other circumstances beyond the control of the student. A written plan for the removal of the incomplete during dates when the faculty supervisor is available will be made between the faculty supervisor and the student.

COMPREHENSIVE EXAMINATION

A comprehensive written examination must be taken by all students who are pursuing the Master of Science in Education degree with a major in Counseling. The examination will appraise a student's competencies and knowledge over the eight core areas as designated by the Council for Accreditation of Counseling and Related Educational Programs: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.

The Counseling Comprehensive Exam consists of 160 multiple-choice questions. Each of the eight core areas is assessed with 20 questions per core area. A student must earn a score of 112 in order to pass the examination. This format reflects the licensing exams our graduates seeking licensure must take. The exam is administered online through Blackboard and may be taken at UTM or offsite. The Counseling Comprehensive Exam is given APPROXIMATELY on the second weekend in March, the second weekend in June, and the fourth weekend in October. The date can be changed one weekend before or after if Praxis is also given on the weekend Comp Exam is scheduled. If the last weekend in June or November falls on a holiday weekend, the comprehensive exam will be given the weekend prior to the holiday weekend.

Students are encouraged to keep their textbooks and materials for each of the eight core courses in order to prepare for the Comp Exam. The study guide for the National Counselor Examination is also good preparation for the Comp Exam.

Proctored Exam Procedure

1. Students are responsible for securing a suitable proctor according to the following UTM requirements:
 - a. Authorized employees at a regionally accredited university/college testing facility.

- b. Public or private school administrative or guidance and counseling officials (e.g., principal, assistant principal, director/supervisor of instruction, school counselor, school librarian).
- c. State or county government employees including community mental health centers (e.g., center director, clinical director, assistant center director, center psychologist, senior counselor). This most likely applies if you are in the community/mental health counseling program.
- d. Government/corporate training/education directors.
- e. Authorized employees at U.S. military education centers.

Other educational professionals not listed above may be approved upon written request.

Under no circumstances will friends, relatives or other students be approved.

- 2. It is strongly recommended that securing proctor services be completed at least two weeks prior to the comprehensive exam but no later than one week before the exam. It is necessary to allow the proctor approval process time to be completed before the first examination.
- 3. The proctor and exam request forms must be approved before the student attempts to take the course examinations. These completed forms must be on file in the Education Graduate Office.
- 4. The student will not be notified if the proctor has been approved. However, the student will be notified if the selected proctor is not acceptable. If this occurs, students will be sent/download a new proctor form as well as the reason for the declined approval.
- 5. The student and proctor will schedule the time and place together for the test, based upon the date of the examination (e.g., quizzes, mid term, final exam).
- 6. All proctors will be emailed and/or called to validate their status and may receive further instructions.
- 7. Exams will not be administered to students without an approved proctor.
- 8. Return the completed forms: Examination Request Form and the Proctor Approval Form together.
- 9. Contact the Education Graduate Office, 731-881-7128 if you have a problem/question.
- 10. Fax number 731-881-7204 Attention: Coordinator, Education Graduate Programs Management

Comprehensive Examination Failure Policy

If a student fails to earn a passing score of 112 on the comprehensive examination, he or she may retake the test after thirty days have passed. The student who fails the comp will consult with his or her advisor, obtain any additional study materials deemed helpful, and otherwise prepare for retaking the exam. If a student fails the exam for a second time, he or she must wait a full semester before attempting to pass the exam again.

LICENSURE and CERTIFICATION

Licensed Professional Counselor with Mental Health Service Provider Designation (LPC/MHSP)

Completion of the Clinical Mental Health Counseling course of study satisfies the educational requirements for licensure as professional counselors with mental health service provider designation (LPC/MHSP). In Tennessee, as in most states, this is the highest level of licensure for counselors. Subsequent to the completion of this educational requirement, students must complete two years of supervised training, including at least 1000 hour of face-to-face clinical work and 50 hours of consultation with a licensed professional. Finally the candidate must pass the National Counselor's Examination and the Tennessee Jurisprudence Exam as administered by the National Board for Certified Counselors (NBCC). These are the requirements for Tennessee licensure. More detailed information can be found at http://health.state.tn.us/boards/PC_MFT&CPT/education.htm. Students are encouraged to seek out information related to the state in which they will seek licensure and practice.

Professional School Counselor PreK-12

Students who complete the course work in our school counseling concentration meet the educational requirements for licensure in the state of Tennessee as Professional School Counselors PreK-12 (see <http://www.tennessee.gov/education/lic/doc/accttchlicstds.pdf>). These standards are similar to most other states. Students are encouraged to consult their state's department of education requirements for school counselor licensure. Once coursework is completed, students must pass the Professional School Counselor Praxis exam in order to be fully licensed. Each state determines the qualifying score required on the Praxis and students should consult their own state's minimum score. In Tennessee students must earn a score of 156.

Transitional License in Tennessee

The state of Tennessee allows non-licensed school counselors to operate under a transitional license while completing the graduate training required for full licensure. These non-licensed counselors must demonstrate proof of their seeking the educational and training requirements needed for full licensure. The academic institution providing those experiences must document the ability of the candidate to complete those requirements within two years of entering the program. Consult your state of residence to determine the requirements of working under a transitional license.

ENDORSEMENT POLICY

Students seeking licensure in Tennessee must be endorsed by the UTM counseling program. As gatekeepers of the counseling profession, UTM counseling faculty are bound by their ethical duty to only endorse candidates who are considered to possess the potential to be effective, ethical professionals. To earn endorsement from the program a student must successfully complete all required courses, attend the Residency, attain satisfactory disposition evaluations, and pass the comprehensive examination (if degree seeking).

The ACA Code of Ethics states that faculty do not endorse students for certification, licensure or employment when the faculty believes students are not qualified for the endorsement. When students are not qualified for endorsement, the faculty takes reasonable steps to prepare them for endorsement. If a student is considered to be inappropriate for endorsement, the policies and procedures listed previously in this handbook in reference to the retention and evaluation of students will be followed.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to actively seek out membership in appropriate professional organizations. Professional organization membership provides many benefits to students including access to discipline specific information and training, and the increased sense of professional identity. Attending annual meetings, workshops and training sessions are a great way to stay up to date on current developments in the profession, and to interact with fellow professionals. Membership may be obtained in national, state, and regional organizations, each of which typically offers reduced student membership fees. Information may be found at each organization's website. Faculty are available to support the application of students to any of these organizations.

National Organizations:

American Counseling Association (ACA): www.counseling.org

American Mental Health Counselors Association (AMHCA): www.amhca.org

American School Counseling Association (ASCA): www.schoolcounselor.org

National Association of Student Personnel Administrators (NASPA): www.naspa.org

American College Counseling Association (ACCA): www.collegecounseling.org

Association for Counselor Education and Supervision (ACES): www.acesonline.net

Tennessee State Organizations:

Tennessee Counseling Association (TCA): www.tncounselors.org

Tennessee School Counseling Association (TSCA): www.tnschoolcounselor.org

Tennessee Licensed Professional Counselors Association: www.tlpca.net

APPENDICES

APPENDICES

Appendix A.....	Handbook Acknowledgement Form
Appendix B.....	Plan of Study

APPENDIX A
HANDBOOK ACKNOWLEDGEMENT FORM

I, _____ (name) have read the UT Martin Department of Educational Studies Counseling Program handbook.

I understand my enrollment status in the Department of Educational Studies Counseling program is based upon continued satisfaction of all academic program requirements, including but not limited to grade point average, professional disposition, and skill development. I understand that I must satisfy a) all academic requirements of the program and b) adhere to all applicable university policies in order to remain enrolled in the Counseling program. Furthermore, I understand that until admitted to candidacy, my admission may be revoked if I do not adhere to and satisfy these policies. In addition, I understand that after being admitted to candidacy, I may be dismissed at any time if I do not satisfy these requirements and adhere to these policies. I understand I will be continually evaluated regarding my appropriateness for the professional of counseling.

I understand the policies and procedures as stated in the university catalog and the Department of Educational Studies Counseling program handbook. I agree to fulfill the requirements and abide by the policies therein. Finally, I understand that the university may modify the policies and procedures as stated in the catalog and the Department of Educational Studies Counseling program handbook at any time and that such modifications will become immediately applicable to me upon notice that such modifications have been posted on the Counseling program web page.

Print name

Signature

Date

Please sign and return to the address below:
Coordinator, Education Graduate Programs Management
UT Martin
205 Gooch Hall
Martin, TN 38238

APPENDIX B

**University of Tennessee at Martin
Counseling Program
Plan of Study**

Date Submitted: _____

Last Name: _____ First Name: _____ MI: _____

Address: _____
Street City State Zip Code

List all graduate courses to be counted toward the degree. Include those completed as well as those to be taken:

<u>Year/Term</u>	<u>Dept.</u>	<u>Course No.</u>	<u>Course Title</u>	<u>Hours</u>
_____	_____	_____	_____	_____
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Expected Date of Graduation: _____