



STUDENT HANDBOOK

2018 - 2019

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I. INTRODUCTION

Welcome to graduate study in the Professional Counseling program at Middle Tennessee State University! The purpose of this handbook is to introduce some salient characteristics of your degree program. The handbook is intended to serve as a useful description of responsibilities, procedures, deadlines, and expectations related to this graduate experience. The content is presented for informational purposes only and is not to be construed as a contract between you and the institution. Furthermore, this content is not intended as a substitute for consulting your advisor each semester or for the necessity of reading and understanding the graduate catalog.

ETHICAL STANDARDS

All students in the Professional Counseling Program are required to adhere to the most recent version of the Code of Ethics of the American Counseling Association [ACA Code of Ethics](#). They are required to read that document prior to admission into the program and are encouraged to ask for clarification from faculty members if they have questions regarding these standards. They will be asked to commit in writing to upholding this ethical code before accepting an offer for admission. Clinical Mental Health students are also required to follow the most recent version of the Code of Ethics of the American Mental Health Counselors Association [AMHCA Code of Ethics](#); School Counseling students are required to follow the most recent version of the [Ethical Standards for School Counselors](#)

MISSION

The mission of the Professional Counseling program is to help students develop essential knowledge, skills, and dispositions to function successfully as professional counselors working in mental health agencies, private practice, or elementary, middle, and high schools. We strive to attract a diverse group of students who have an allegiance to social justice and to advocacy for equal opportunity for all members of society, and who will make a strong commitment to their own academic achievement, professional development, and personal self-awareness and growth across the lifespan. Professional Counseling faculty train highly skilled counselors to assist individuals with social, emotional and/or academic challenges. Information pertaining to diversity and trauma is emphasized and infused throughout the curriculum.

MAJOR AND CONCENTRATIONS

The Womack Educational Leadership Department offers a M.Ed. in Professional Counseling with concentrations in Clinical Mental Health Counseling and School Counseling.

The **Clinical Mental Health Counseling** concentration is a 61-hour degree program designed to train students to work with children, adolescents, and/or adults in mental health settings. Students who complete the concentration in clinical mental health counseling will have met the educational requirements for licensure as professional counselors with mental health service provider (MHSP) designation.

The **School Counseling** concentration is a 49-hour degree program with an emphasis on developmental school counseling. Students who complete the concentration in school counseling will have met the educational requirements necessary for licensure as school counselors.

Students are discouraged from switching concentrations (e.g., clinical mental health counseling to school counseling or vice-versa) once they have been admitted into the Professional Counseling program. If a student desires to switch concentrations, he or she must provide solid written rationale for the request and this should be submitted to the faculty advisor or program coordinator as early as possible in the student's program. This is not an automatic process and decisions will be made by the Professional Counseling faculty on a case-by-case basis.

ACCREDITATION

The Clinical Mental Health and School Counseling concentrations are accredited by the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

II. PROGRAM FACULTY

SCHOOL COUNSELING CONCENTRATION CO-COORDINATOR



Virginia S. Dansby, (Ginny.Dansby@mtsu.edu) Professor, Ed.D., Counseling Psychology, West Virginia University, 1989. Dr. Dansby was a secondary school counselor for 6 years, is a National Certified Counselor (NCC), and is a licensed psychologist (HSP) with a part-time private practice in Murfreesboro. Active in professional organizations, she has served as president of the Tennessee Association for Counselor Education and Supervision (TACES), member of the Executive Board of the TN Counseling Association (TCA), member of the Executive Board of the TN School Counselors Association (TSCA), and chair of the Awards Committee for Southern Association for Counselor Education and

Supervision (SACES). She is the 2014-2015 president of TN Association for Specialists in Group Work (TASGW). She was presented the 2003-04 Outstanding Post- Secondary Counselor award by TSCA, the 2007-08 Dr. Charles Thompson Counselor Educator of the Year Award by TACES, and the 2012 Humanistic Impact Award by the Association for Humanistic Counseling (AHC). Her research interests include issues related to group counseling, school counseling, adolescent development, and counselor education. Dr. Dansby has made numerous presentations at state, regional, and national professional meetings of ACA, APA, ASCA, and their divisions.

PROGRAM COORDINATOR, DIRECTOR OF THE MTSU CENTER FOR COUNSELING & PSYCHOLOGICAL SERVICES



Robin Wilbourn Lee, (Robin.Lee@mtsu.edu) Professor, Ph.D., Counselor Education and Supervision, Mississippi State University, 1997. Dr. Lee is a faculty member in the Professional Counseling program at Middle Tennessee State University, specializing in clinical mental health counseling. She serves as the Director of the MTSU Center for Counseling and Psychological Services. Prior to joining MTSU, Dr. Lee held faculty positions in counseling programs at The University of Tennessee at Chattanooga and Columbus State University in Columbus, Georgia. She earned a M.Ed. in Community Counseling and a B.A. in Psychology from Delta State University in Cleveland, Mississippi. Dr. Lee is a Licensed Professional Counselor (LPC MHSP) in Tennessee.

She is past president of the Association for Counselor Education and Supervision (ACES; 2013-2014), and is professionally active in the Southern Association for Counselor Education and Supervision (SACES), the Tennessee Association for Counselor Education and Supervision (TACES), and the Tennessee Licensed Professional Counselors Association (TLPCA). Dr. Lee is currently serving on the Board of Directors of CACREP.

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION COORDINATOR



Christopher J. Quarto, (Chris.Quarto@mtsu.edu) Professor, Ph.D., Counseling Psychology, University of Illinois at Urbana-Champaign, 1992. Prior to joining the Professional Counseling faculty, Dr. Quarto worked in Michigan and Wisconsin as a clinical mental health counselor and private practice psychologist, respectively. He worked closely with school personnel and physicians concerning children, adolescents and adults who exhibited a variety of educational and psychological disorders. He is a licensed psychologist (HSP) and licensed professional counselor (Michigan) and has a part-time private practice in which he provides online counseling services to adults as well as psychological testing services to individuals of all ages. Dr. Quarto is a Board Certified-TeleMental Health provider (BC-TMH)

and completed an addiction counseling certificate program through Montana State University's Extended University. He is past president of the Tennessee Association for Counselor Education and Supervision. Dr. Quarto was awarded the 2007 – 2008 College of Education and Behavioral Science Teaching Award and the University College 2012 Distinguished Educator in Distance Education Award. He is the host of the Make a Mental Note (<http://bit.ly/2ANa48M>) and Private Practice Journeys (<http://bit.ly/2RGNm8Q>) podcast series. Dr. Quarto's research interests include distance counseling and counselor development and supervision.

PRACTICUM COORDINATOR, ASSISTANT DIRECTOR, MTSU CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES



Michelle C. Stevens, (Michelle.Stevens@mtsu.edu) Associate Professor, Ph.D., Counselor Education, Kent State University, 2010. Dr. Stevens currently teaches Practicum in Counseling, Lifespan Development and Multicultural Counseling. Her research interests include the effects of service learning advocacy projects on counseling students' cultural competency, the experiences of minorities at primarily white institutions, and mentoring. Dr. Stevens is the current advisor for the Minority Graduate Student Association (MGSA) at MTSU. Prior to joining the clinical mental health faculty, Dr. Stevens instructed at Youngstown State University, Cleveland State University, and Kent State University. Dr. Stevens was a supervising licensed clinical counselor in the

State of Ohio, and has practiced in several mental health agencies, focusing on inner city children and their families. Dr. Stevens' scope of practice includes providing services in the home, schools, and in a mental health setting. She has also provided Cognitive Behavioral Therapy (CBT) at a Domestic Violence Center to women who were diagnosed with Post Traumatic Stress Disorder (PTSD). She is an active member of the American Counseling Association (ACA), the Association for Multicultural Counseling and Development (AMCD), and is a past- president of the Tennessee Association for Counselor Education and Supervision (TACES).

SCHOOL COUNSELING CONCENTRATION CO-COORDINATOR



Tiffany A. Wilson, (Tiffany.Wilson@mtsu.edu) Assistant Professor, Ph.D., Rehabilitation Counseling and Rehabilitation Counselor Education, North Carolina A&T State University, 2016. Dr. Wilson holds a BA in Communication Studies and a BA in African American Studies from the University of North Carolina at Greensboro. From North Carolina A & T State University, she earned a MS in School Counseling. Her research interests include trauma and trauma informed care among minority populations, mental health issues in the K-12 educational system, and students with disabilities in the K-12 educational system and in post-secondary

institutions. Prior to joining the MTSU faculty, Dr. Wilson worked as a licensed professional school counselor and a licensed career development coordinator in North Carolina. Moreover, she also worked as licensed professional counselor in various clinical settings. In addition to being a licensed, Dr. Wilson is also a National Certified Counselor, Certified Clinical Trauma Professional, and a Board Certified Telemental Health Professional. Dr. Wilson currently teaches Couples and Family Counseling, Practicum and Internship for school counselors, Lifespan, and Counseling Exceptional Children. Dr. Wilson is also an active member in the American Counseling Association (ACA), Association for Counselor Education (ACES), and the American School Counseling Association (ASCA)

III. PHYSICAL FACILITIES

The Professional Counseling Program is housed in Womack Educational Leadership Department Office located in College of Education (COE) Building, Room 314. Professional Counseling Faculty offices are located on the third floor of COE or at the MTSU Center for Counseling & Psychological Services (CCPS). Classes are held in COE and the off-campus at the MTSU CCPS. The [MTSU Center for Counseling & Psychological Services](#) is located in the Miller Education Center at 503 East Bell Street, Building B, Suite 1800, Murfreesboro, TN 37130 and is the primary training facility for students in skill-based courses.

IV. PROSPECTIVE STUDENTS

Prospective students may obtain information about the Professional Counseling program by reading this student handbook or by visiting the Professional Counseling website at:

http://www.mtsu.edu/edu_leadership/professional_counseling/.

Prospective students may also contact the coordinator of the Clinical Mental Health Counseling concentration, Dr. Christopher Quarto (615-898-5933; Chris.Quarto@mtsu.edu) or School Counseling concentration, Dr. Virginia Dansby (615-898-2559; Ginny.Dansby@mtsu.edu).

V. STUDENTS

Approximately 12-15 students are admitted into the Clinical Mental Health Counseling concentration each year, and approximately 12-15 students are admitted to the School Counseling concentration for a maximum total of 24-30 students. Although some students who apply to the School Counseling concentration hold teaching licenses, this is not a requirement.

VI. ADMISSIONS

The total of 24-30 admissions per year is based upon the maximum number of students who can be supervised in the required practicum and internship courses. Following the admission interviews, if more than 24-30 applicants meet the admission criteria, possible acceptance into the program (or permission to take classes) will be based upon the following priorities:

- First, persons seeking admission to complete the masters and full licensing program (Clinical Mental Health Counseling and School Counseling applicants).
- Second, persons with a related master's degree who are seeking license only and who have been offered a position as a school counselor (School Counseling applicants only).
- Third, persons with a related master's degree who are seeking license only (i.e., licensed professional counselor or licensed school counselor).

ADMISSION REQUIREMENTS

Clinical Mental Health Counseling

Minimal criteria for admission into the Clinical Mental Health Counseling concentration are as follows:

1. 3.00 or higher undergraduate GPA (If an applicant's GPA is lower than 3.00 then Professional Counseling faculty will consider applicant's academic performance during the last 60 hours of his or her undergraduate program)
2. Pre-requisite course at the undergraduate level (with minimum grade of B):
 - a. Abnormal Psychology (PSY 3230) or equivalent
3. Admissions test scores
 - a. For applicants whose undergraduate grade point average is under 3.50 then a minimum score of 146 on the Verbal Reasoning subtest of the Graduate Record Exam (GRE) OR a minimum score of 385 on the Miller Analogies Test (MAT) is required. (The Quantitative Reasoning and Analytical Writing subtest scores of the GRE are not used for admissions purposes.)
 - b. For applicants whose undergraduate grade point average is 3.50 or above then no graduate school admissions test score is required.
4. Three (3) positive recommendations. Endorsers should use the Professional Counseling recommendation form located on the Professional Counseling website.

5. A written essay/statement of purpose in which the applicant's reason for pursuing a master's degree in Clinical Mental Health Counseling is congruent with the focus/emphasis of the program. The applicant should use the Professional Counseling supplemental application form located on the Professional Counseling website for this purpose.
6. Resume' that includes name, address and phone number of applicant; school applicant attended and applicant's major, minor and grade point average; honors and awards; and employment and volunteer experiences.
7. If invited, participate in a half-day interview within the first 6 hours of coursework. The interview is conducted by Professional Counseling faculty and a practicing clinical mental health counselor and school counselor. An invited applicant must review the Professional Counseling handbook and the most current version of the American Counseling Association Code of Ethics prior to the interview day and agree in writing to abide by the contents of those documents - should they be admitted into the program - on the day of the interview. Applicant must receive a positive recommendation from the faculty and counselors for program admission.

Note: Meeting minimum requirements for program admission does not guarantee admission as applicants are selected on a competitive basis. The areas above will receive relatively equal weighting although an area of outstanding strength could help compensate for other areas of relative weakness. Likewise, an area of particular weakness, such as negative references could offset some of the stronger areas.

School Counseling

Minimal criteria for admission into the School Counseling concentration are as follows:

3.00 or higher undergraduate GPA (If an applicant's GPA is lower than 3.00 then Professional Counseling faculty will consider applicant's academic performance during the last 60 hours of his or her undergraduate program)

1. Pre-requisite courses (must be taken prior to admission or within the first year in the program):
2. Directed Experience (COUN 5201; not required of applicants with a teaching license)
3. One of the following:
 - a. Characteristics and Teaching of Diverse Learners (SPED 3010) or equivalent
 - b. Psychology of Exceptional Children (PSY 4250 or 5250) or equivalent
 - c. Exceptional Children and Youth (SPED 6800) or equivalent
 - d. Counseling Exceptional Children (COUN 6120)
4. Admissions test scores
 - a. For applicants whose undergraduate grade point average is under 3.50 then a minimum score of 146 on the Verbal Reasoning subtest of the Graduate Record Exam (GRE) OR a minimum score of 385 on the Miller Analogies Test (MAT) is required. (The Quantitative Reasoning and Analytical Writing subtest scores of the GRE are not used for admissions purposes.)
 - b. For applicants whose undergraduate grade point average is 3.50 or above then no graduate school admissions test score is required.
5. Three (3) positive recommendations. Endorsers should use the Professional Counseling letter of recommendation form located on the Professional Counseling website.

6. A written essay/statement of purpose in which the applicant's reason for pursuing a master's degree in School Counseling is congruent with the focus/emphasis of the program. The applicant should use the Professional Counseling supplemental application form located on the Professional Counseling website.
7. Resume' that includes name, address and phone number of applicant; school applicant attended and applicant's major, minor and grade point average; honors and awards; and employment and volunteer experiences.
8. If invited, participate in a half-day interview within the first 6 hours of coursework. The interview is conducted by Professional Counseling faculty and a practicing clinical mental health counselor and school counselor. An invited applicant must review the Professional Counseling handbook and the most current version of the American Counseling Association Code of Ethics prior to the interview day and agree in writing to abide by the contents of those documents - should they be admitted into the program - on the day of the interview. Applicant must receive a positive recommendation from the faculty and counselors for program admission.

Note: Meeting minimum requirements for program admission does not guarantee admission as applicants are selected on a competitive basis. The areas above will all receive relatively equal weighting, although an area of outstanding strength could help compensate for other areas of relative weakness. Likewise, an area of particular weakness, such as negative references could offset some of the stronger areas.

ADMISSION PROCESS

The deadlines for completed applications are as follows: February 10 for the summer session and fall semester and September 10 for the spring semester.

The first six steps below must be completed and the supportive materials described in these steps must be received by the College of Graduate Studies by the February 10 or September 10 deadline before any student will be considered for admission.

1. Fill out and submit an application to the College of Graduate Studies with the accompanying fee to Graduate Admissions. The application can be downloaded from the MTSU website and submitted on line (<http://w1.mtsu.edu/graduate/apply.php>) or you may call 615-898-5589 or email graduate@mtsu.edu.
2. Complete and submit a Professional Counseling Program supplemental application. This is available on- line at http://www.mtsu.edu/edu_leadership/professional_counseling/admission.php. A copy of this application is also available ([Section XVIII: Program Forms](#)) at the end of this handbook.
3. Submit official transcripts of all college work (i.e., undergraduate and graduate transcripts).

4. If your undergraduate grade point average is below 3.50 then sign up and take the Graduate Record Exam (GRE) OR Miller Analogies Test (MAT). Registration information for the GRE can be found here: http://www.ets.org/gre/revised_general/register/ Registration information for the MAT can be found here: https://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html Scores should be sent to the College of Graduate Studies. Only current GRE or MAT scores (taken within the past five years) will be accepted.
5. Submit recommendation forms that are specific to the counseling program. These are available at http://www.mtsu.edu/edu_leadership/professional_counseling/docs/RecommendationForm.pdf (Adobe pdf format) and in [Section XVIII: Program Forms](#) at the end of this handbook. If possible, two of the recommendations should come from faculty who can attest to the applicant's academic abilities. The third can come from someone who has either supervised the applicant's work, has been a colleague, or has known him/her for at least three years (other than family).
6. Submit a resume.
7. Professional Counseling faculty will review all completed application files (all of the above), and if minimal requirements are met, will arrange with the applicant for participation in an admissions interviews. The admissions committee consists of Professional Counseling faculty members and at least one practicing clinical mental health counselor and one school counselor.
8. There may also be questionnaires that you are asked to complete both before and after the interview as part of the admissions process.
9. The admissions interview is a half-day endeavor that includes the following:
 - a. orientation to the Clinical Mental Health Counseling and School Counseling concentrations;
 - b. meeting with current students who are taking classes within the respective concentrations;
 - c. individual interview;
 - d. group exercises; and
 - e. brief writing assignments.
10. Following the admissions interview, Professional Counseling faculty will make admissions decisions. The following are the primary elements considered in the decision-making process:
 - a. input from regular, adjunct, and affiliate program faculty (if the applicant has taken or is currently taking classes);
 - b. input from practitioners who served on the admissions committee;
 - c. each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts;
 - d. each applicant's aptitude for graduate-level study, including technological competence and computer literacy;
 - e. each applicant's career goals and objectives and their relevance to the program;
 - f. each applicant's openness to self-examination and personal and professional self-development;
 - g. written commitment (that was signed on interview day) to adhere to the ACA Code of Ethics.

11. Applicants will be formally notified of the admission decision by the College of Graduate Studies within 30 days of the admissions interview.
12. If accepted into the Professional Counseling program, the applicant must, within two weeks, notify the program coordinator of his/her intention to enter the program.

BACKGROUND CHECK

Students who have been admitted into the Professional Counseling and Teacher Education programs are required to complete a background check including fingerprinting prior to enrolling in classes.

All students are required to complete the MTSU background check regardless of whether they have completed one at a different time.

Students should e-mail a signed copy of the VECHS Waiver Agreement & Statement form (https://www.mtsu.edu/education/docs/ATE_Background_Check_Authorization_Form.pdf) to Quinton Goodman in the Office of Professional Lab Experiences (Quinton.Goodman@mtsu.edu). Students should specify in the body of the e-mail that they have been accepted into the Professional Counseling program. Students should follow the instructions on last two pages of the VECHS document to schedule a time for fingerprinting.

COURSEWORK PRIOR TO PROGRAM ADMISSION

A student may take up to 6 hours of counseling coursework in the MTSU Professional Counseling Program during the semester he or she is applying to the program. However, there are no guarantees of program admission regardless of the grades that were awarded in those courses. If by the end of the semester a student has not been admitted to the program, then he or she may not register for additional counseling courses.

A student who starts, but does not complete a master's degree program at an accredited university and is transferring to MTSU, may transfer up to 6 hours of lecture-discussion / non-counseling-skills-type coursework from that university with the approval of the faculty advisor and the College of Graduate Studies. (See Transfer Credits below.)

Professional Counseling faculty will use their discretion in determining which courses may be applied to the program and will submit catalog descriptions of the courses to Graduate Studies for approval. Individuals who have graduated from non-MTSU CACREP-approved counseling programs who desire to take clinical mental health counseling courses – except for practicum and internship courses – for licensure purposes (i.e., LPC MHSP) will be considered on a case-by-case basis.

RE-ADMISSION PROCEDURES

Students who have not taken classes for one semester, excluding summer, must file a re-enrollment form with the College of Graduate Studies. They should also submit to the program coordinator a letter of explanation with a request to continue in the Professional Counseling program.

Students who have not taken classes for three or more semesters, excluding summer, must have their entire re-admission file sent to the Professional Counseling program coordinator. Students will then be considered for re-admission to the program. Again, a letter of explanation and request to be readmitted is required.

NON-DEGREE-SEEKING (i.e., LICENSE-ONLY) STUDENTS: ADMISSIONS PROCEDURES FOR STUDENTS SEEKING THE ADDITION OF CLASSES TO A PREVIOUS MASTER'S DEGREE FOR CERTIFICATION OR LICENSURE (CLINICAL MENTAL HEALTH COUNSELING OR SCHOOL COUNSELING)

Clinical Mental Health Counseling:

Students who hold a master's degree from a non-MTSU CACREP-accredited clinical mental health counseling or school counseling program and desire to take additional classes needed for licensure other than Practicum in Counseling (COUN 627) and/or Internship: Clinical Mental Health Counseling (COUN 6540) may do so on a case-by-case basis with the permission of the instructor of the course and in consultation with Dr. Lee (see #3 below). These students are only required to complete an online application with the College of Graduate Studies as a non-degree seeking student.

Students who hold a master's degree from MTSU's school counseling program and desire to take additional classes for licensure only, which may include Practicum in Counseling (COUN 6270) and/or Internship: Clinical Mental Health Counseling (COUN 6540), may do so on a case-by-case basis with the permission of the instructor of the course and in consultation with Dr. Lee (see #3 below). These students are only required to complete an online application with the College of Graduate Studies as a non-degree seeking student.

Non-degree seeking students must contact Dr. Lee for a transcript analysis and for a subsequent list of courses they would need in order to be eligible to enroll in classes that will meet the requirements for licensure. These students may also be required to submit an audio or video (preferred) recording of an actual or mock counseling session as a demonstration of their counseling skills. Once Dr. Lee has identified and informed license-only students of the list of required courses, these students must inform Dr. Lee in writing (Robin.Lee@mtsu.edu) of their interest in being permitted to take courses and of their intended start date.

School counseling:

Students who hold a master's degree in counseling or a related field and desire to take classes in the School Counseling concentration to be eligible for PreK-12 School Counseling licensure in Tennessee, must be accepted into the School Counseling Program in order to do so. This admission is not automatic.

To apply to take classes, these students should check "Addition of Classes to Previous Master's for Certification or Licensure" on the College of Graduate Studies application and on the program supplemental application. They are required to meet all current admissions standards, including participation in the admissions interview (if invited to attend.) Students who were admitted to a

graduate program based on the Miller Analogies Test (MAT) and completed that program with a strong GPA may request to have the MAT scores considered for admission rather than the GRE. This will be decided on a case-by-case basis.

These non-degree-seeking students must contact the school counseling coordinator for a transcript analysis and for a subsequent list of courses they would need in order to be eligible for recommendation for School Counseling licensure. Non-degree-seeking students may also be required to submit an audio or video (preferred) recording of an actual or mock counseling session as a demonstration of their counseling skills. Once the coordinator has identified and informed non-degree seeking students of the list of required courses, non-degree seeking students must inform the coordinator in writing of their interest in being permitted to take courses and of their intended start date. They must submit all application materials (as listed in “Admissions Process” above) to the College of Graduate Studies.

MINORITY RECRUITMENT POLICY

Professional Counseling faculty greatly value cultural diversity and actively promote recruitment and retention of individuals of all races, religions, and sexual orientations in order to maximize diversity of students and educational opportunities for all Tennesseans as well as those from other regions. Professional Counseling faculty takes necessary steps for its students to ensure equal opportunity and nondiscrimination in educational programs including, but not limited to: recruitment, admission, access to courses, financial aid, and advisement regarding grants and scholarships available.

VII. FINANCIAL AID

Financial assistance is limited for master’s-level students. However, those desiring assistance should apply directly to the [Financial Aid & Scholarship Office](#), at the One-stop Shop, Middle Tennessee State University, Murfreesboro, TN 37132; phone number, 615-898-2830. There are three scholarships available within the Professional Counseling Program. Applications for these scholarships can be found here in the Appendix and are submitted directly to the Professional Counseling Scholarship Coordinator, Dr. Robin Lee, Robin.Lee@mtsu.edu, by March 1.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available for 10 or 20 hours per week. Applications must be filed by March 1 for fall semester and by October 1 for spring semester.

Each year, the Womack Educational Leadership Department and the Professional Counseling Program employ several graduate assistants. Graduate assistants perform a wide variety of duties, depending on faculty needs and the assistant’s skills and background. Some graduate assistants provide receptionist and/or secretarial services at the MTSU Center for Counseling & Psychological Services and the Womack Educational Leadership Department. Others assist faculty with administrative and course-related tasks and research studies. Sometimes graduate students procure assistantships outside of the department. Prospective applicants are urged to contact the [College of Graduate Studies](#) (see Graduate Assistantships tab) or [Financial Aid & Scholarship Office](#) to learn about these opportunities.

Designated personnel in the Womack Educational Leadership Department select graduate assistants (GAs) from a pool of applicants each spring and fall. With the approval of the department chair, the

selected students begin their assistantships the following semester. Alternates are also selected in the spring to fill any openings that occur during the academic year due to illnesses, resignations, etc.

Graduate assistants are evaluated each semester by the faculty members to whom they are assigned and by designated personnel in the Womack Educational Leadership Department. If a GA's evaluation is favorable and the position continues to be available, the GA may serve in the department for up to 4 semesters (and, in some unique situations, for 5 semesters). Graduate students who do not have full time employment may be given preference.

NOTE: Students must take a minimum of 5 hours of coursework each semester if they are requesting financial aid, even during their last semester in the program. GAs must take at least 6 hours of coursework per semester unless it is their last semester and they have completed all but one class - and then they may request permission to take only 3 hours.

To be a candidate for the graduate assistant position prospective students need to submit the following to the College of Graduate Studies (ATTN: Lyndsey Bennett, MTSU Box 42, 2269 Middle Tennessee Blvd., Murfreesboro, TN 37132 or Lyndsey.Bennett@mtsu.edu) by March 1 (for the Fall semester) and October 1 (for the Spring semester). Failure to submit materials on time may jeopardize a prospective applicant's chances for being hired.

You must fill out the Free Application for Federal Student Aid (FAFSA; www.fafsa.ed.gov) to see if you are eligible for federal loans.

SUBMIT:

1. The MTSU Application for Graduate Assistantship, can be found at: [GA Application](#) or www.mtsu.edu/graduate/pdf/GraduateAsstApp.pdf. Please be sure to include a current telephone number & email address on this form. (NOTE: In order to open this and other fillable PDF files, you will need the most recent version of Adobe Reader installed on your computer. You may access and an unofficial transcript from your undergraduate institution(s).
2. If you have received grades in a graduate program, an unofficial transcript from your graduate institution(s).
3. Copy of your GRE or MAT scores.
4. A complete resume'.
5. Three recommendation forms from individuals noted on your resume'. If you choose to use the same forms from your graduate program application, you must notify Lyndsey Bennett at the College of Graduate Studies in writing or email (Lyndsey.Bennett@mtsu.edu).
6. A cover letter describing the skills you have which are relevant to the graduate assistantship. This letter should include the following:
 - a. an explanation of financial need;
 - b. whether you prefer 10 or 20 hour a week assistantship;
 - c. list your proposed classes for the next term;
 - d. state what hours you have available during a typical week (be sure to mention your availability for evening class assignments, and be as specific as possible);
 - e. include whether you have outside employment and whether you will be doing an internship. If so, please explain how these will not interfere with your graduate assistantship and your availability.

SCHOLARSHIPS

A few monetary awards are available to students who show exemplary promise. These awards are given only once each year and are competitive. The awards are as follows:

Professional Counseling Program

Keith W. Carlson Professional Counseling Scholarship Application Deadline — March 1

The Keith W. Carlson Scholarship is awarded to a Professional Counseling graduate student who is in her/his second semester or later in the Program, can demonstrate need, and carries at least a 3.0 GPA. ([See Section XVIII: Program Forms – Carlson Application](#))

Winkler-Slicker Professional Counseling Scholarship Application Deadline – March 1

The Winkler-Slicker Scholarship is awarded to a graduate student who has been accepted into the Professional Counseling Program, has a 3.5 undergraduate and/or graduate GPA, has experience in counseling-related activities, and shows leadership potential. (See [Section XVIII: Program Forms – Winkler-Slicker Application](#))

Eleanor Francis Nelson Jordan Professional Counseling Scholarship Application Deadline – March 1

The Eleanor Francis Nelson Jordan Scholarship is awarded to a graduate student who has been accepted into the Professional Counseling Program, can demonstrate need, has a 3.0 undergraduate and/or graduate GPA, has experience in counseling-related activities, and shows leadership potential. Preference is given to a student who has been accepted into the School Counseling concentration. ([See Section XVIII: Program Forms – Jordan Application](#))

College of Graduate Studies

Mary W. and Chester R. Martin Graduate Academic Scholarship

This award is given to a newly admitted graduate student taking nine hours of graduate coursework. Must have graduated from an undergraduate institution with a minimum 3.5 cumulative grade point average. Preference to TN or KY resident. Scholarship is awarded for two semesters, pending satisfactory progress. Contact College of Graduate studies.

Martin Luther King Jr. Scholarship

For a minority student, preferably African-American, but not required. Undergraduate or graduate student who is in good academic standing. Recommendations from counselors, advisors and others. Special talents, abilities, and experiences of the applicant considered, along with financial need. Contact the College of Graduate Studies. <http://www.mtsu.edu/idac/pdf/ScholarshipApp.pdf>.

Albert L. and Ethel Carver Smith Scholarship for Graduate Students

Applications for the Albert L. and Ethel Carver Smith Scholarship for Graduate Students are accepted for the fall and spring semesters. The Smith scholarship committee will evaluate each application for scholarly merit and financial need. Eligible applicants must be admitted to a graduate program and have completed at least 12 graduate hours. The applicant must provide a financial need statement with the application and a brief narrative supporting the application.

<http://www.mtsu.edu/graduate/pdf/SmithScholarship2009.pdf>.

Foundation Graduate Student Scholarship

The Foundation Graduate Student Scholarship is awarded annually to one student. The recipient receives scholarship dollars for the fall semester. In order to renew the scholarship for the spring semester the recipient must achieve at least a 3.0 GPA in the preceding semester. Eligible applicant must have an undergraduate degree from Middle Tennessee State University with an overall undergraduate grade point average of 3.0 and be fully admitted as a degree seeking student, registered for nine (9) graduate credit hours. Contact the College of Graduate Studies for details.

<http://www.mtsu.edu/graduate/pdf/FoundationScholarship.pdf>.

All scholarship listings can be found on the [MTSU Scholarship Search Page](#).

VIII. ADVISEMENT

ADVISORS

Clinical Mental Health Counseling			
Students whose last names end with:	Advisor	Advisor e-mail address	Advisor phone number
A - I	Dr. Lee	Robin.Lee@mtsu.edu	(615) 898-2304
J - Q	Dr. Stevens	Michelle.Stevens@mtsu.edu	(615) 898-2557
R - Z	Dr. Quarto	Chris.Quarto@mtsu.edu	(615) 898-5933
School Counseling			
A - Z (including non-degree seeking)	Dr. Dansby	Ginny.Dansby@mtsu.edu	(615) 898-2559

It is the student's responsibility to meet with the advisor each semester to keep current on degree program information and class scheduling. If the advisor is not available during the summer, department secretaries can inform students as to who is handling advisement.

DEGREE PLAN

In consultation with the graduate advisor, each degree-seeking student must file a formal outline of the degree program on a Degree Plan (See [Section XVIII: Program Forms](#)). The degree plan requires the approval of the graduate advisor, licensure analyst (School Counseling students only), and the College of Graduate Studies graduate analyst. This degree plan is submitted only once. A student may not register for classes for their second semester in the program until an approved degree plan is on file in the College of Graduate Studies. This degree plan is in addition to the Pre-registration Forms that are submitted every semester to Dr. Robin Lee (Robin.Lee@mtsu.edu).

TIME LIMITS - REQUIREMENTS FOR MASTER'S DEGREE

Students have six years after the date of matriculation to complete all requirements for the master's degree. Exceptions to these time limits, for good cause, will be considered by the dean of the College of Graduate Studies when submitted in writing with a proposed timeline for completion and the recommendation of the advisor and the director of graduate studies.

TRANSFER CREDITS

In general, only coursework taken while in graduate status, prior to attending MTSU, may be transferred and only if those courses were not used in partial satisfaction of degree requirements at the previous university. Coursework transferred or accepted for credit toward a graduate degree must represent graduate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs. Transfer credit requires recommendation of the director of graduate studies and approval of the dean of the College of Graduate Studies. Transfer courses with grades below B will not be accepted for credit in any graduate degree programs.

Professional Counseling faculty will use their discretion in determining which courses may be applied to the program. Applicants must provide course catalog descriptions to assist in making these determinations.

No graduate credit may be obtained by correspondence or work experience. Up to 6 semester hours may be transferred and applied to a master's degree.

PERFORMANCE REQUIREMENTS

The Professional Counseling faculty at Middle Tennessee State University is committed to maintaining quality programs for the benefit of the students, the counseling profession, and the public, which will ultimately be served by students and graduates. Graduate students are continuously assessed for academic performance, professional development, and personal development. This assessment is encouraged and required by professional ethical standards and accreditation bodies. Progression through the Professional Counseling program (including permission for non-degree-seeking students to continue taking classes in the

Clinical Mental Health Counseling or School Counseling concentration) is not automatic and is subject to the positive evaluations of the Professional Counseling faculty.

In order to demonstrate satisfactory progress throughout the program, students must:

1. Take appropriate courses and make satisfactory progress toward their degree objectives as determined by the Professional Counseling faculty. Graduate students at the master's level must maintain a cumulative GPA of at least 3.00 for all graduate work completed at MTSU as well as in the major. Six (6) semester hours of C grade (C+, C, or C-) coursework may be applied toward a master's degree. Graduate students failing to meet the applicable minimum cumulative graduate GPA retention standard will be placed on academic probation for the subsequent term. Probation in itself has no serious consequences other than to alert students of potential academic problems and the requirement to (re)establish satisfactory academic status. Once on probation, students have three consecutive semesters in which to restore the cumulative GPA to the minimum required. If students fail to attain the required GPA at the close of the third semester of probation, then students will be suspended automatically.
2. Graduate students may repeat graduate courses in which a grade of B- or lower was earned. See the Graduate Catalog for details.
3. Take and pass the following courses with a grade of "B" or higher in order to be allowed to move to the next course in the sequence: COUN 6170, COUN 6260, COUN 6270, COUN 6540 (first semester), COUN 6920 and COUN 6930.
4. Complete specified prerequisite conditions (if applicable) and submit a signed degree plan to the College of Graduate Studies before the completion of no more than 21 semester hours. (Degree plan is not applicable to non-degree-seeking students). No undergraduate courses may apply toward the graduate program requirements.
5. Achieve at least an "Acceptable" or "Target" rating on each of the Professional Counselor Candidate Dispositions (see below) when assessed by the faculty as part of the Professional Counseling Program Continuous Evaluation Policy (see below).
6. Apply for Practicum in Counseling (COUN 6270) by March 1 for fall enrollment or October 1 for spring enrollment, and be approved by faculty for course enrollment.
7. Be recommended by faculty for internships (COUN 6540, 6920 and 6930). No application is required by the student other than a pre-registration form that will be provided every semester prior to internship.

PROFESSIONAL COUNSELOR CANDIDATE DISPOSITIONS

Students in the Professional Counseling program (and non-degree-seeking students who have been granted permission to take classes in the Clinical Mental Health Counseling or School Counseling concentrations) are expected to demonstrate positive dispositions. It is the philosophy of this program that in order to serve the counseling profession, clients and their families, and the public at large, counselor candidates must be collaborative, ethical, professional, reflective, self-directed, and critical-thinkers. The following rubric

provides descriptions of each disposition. This rubric is employed by the faculty as part of the continuous evaluation process.

RATINGS	1 <i>Unacceptable</i>	2 <i>Acceptable</i>	3 <i>Target</i>
<i>Disposition</i>	(Examples of behaviors and/or characteristics that student exhibits most or much of the time, and/or they overshadow behaviors and/or characteristics in the next higher category)	(Examples of behaviors and/or characteristics that student exhibits most or much of the time and/or they overshadow behaviors and/or characteristics in the next higher category)	(Examples of behaviors and/or characteristics that student exhibits most or much of the time)
Collaborative	<ul style="list-style-type: none"> • Unwilling or resistant to working with others; • Does not recognize or accept appropriate role within the group; • Fails to complete or is consistently late with assigned tasks; • Cannot articulate the purpose, scope, and outcomes of each collaboration; • Fails to show respect for others 	<ul style="list-style-type: none"> • Willing to work with others; • Demonstrates appropriate role within the group; • Fulfills role expectations; • Finishes assigned tasks within the group on-time and thoroughly; • Values planning as a collegial activity; • Articulates the purpose, scope, and outcomes of each collaboration; • Shows respect for others 	<ul style="list-style-type: none"> • Willing to work with others; • Understands and seeks leadership roles within the group; • Values the roles of all members of the group and solicits input from all; • Articulates the purpose, scope, and outcomes of each collaboration; • Shows a high level of respect for others

Ethical	<ul style="list-style-type: none"> • Decisions based on self-interest only; • exhibits lack of tolerance for individual differences; • does not plan instruction or counseling interventions based on varied abilities or cultural backgrounds of individuals; • dishonest; presents others' work as own; • is unaware of or disregards standards and policies of the profession; • demonstrates poor choices 	<ul style="list-style-type: none"> • Values human diversity; • Shows respect for the varied talents and cultural backgrounds of individuals; • Demonstrates compassion toward others; • Respectful of others; • Sets high expectations for achievement for self and others; • Is honest; • Acknowledges appropriately the work/ideas of others; • Is aware of and regards as important the standards and policies of the profession; • Demonstrates good choices; • Does no harm to clients 	<ul style="list-style-type: none"> • Values human diversity; • Plans instruction and counseling interventions based on the varied talents and cultural backgrounds of individuals; • Demonstrates compassion toward others; • Is respectful of others; • Committed to developing the highest potential of individuals; • Is honest; • Acknowledges appropriately the work/ideas of others; • Works within standards and policies of the profession; • Demonstrates excellent choices; • Understands ethical principles for counselors and upholds professional standards
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Professional	<ul style="list-style-type: none"> • Frequently late or absent; • Is not prepared for class; • Fails to maintain accurate or complete records; • Assignments are frequently late; • Does not follow policies and procedures; • Exhibits apathy; • Produces minimal work/frequently avoids involvement; • Rarely respectful and responsive to professors and supervisors; • Communicates poorly with others; • Does not protect confidentiality of information; • Demonstrates little awareness and use of professional literature; • Demonstrates inappropriate appearance for given situations; • Ignores instruction and feedback; • Demonstrates lack of competence in counseling skills 	<ul style="list-style-type: none"> • Maintains a satisfactory record of punctuality and attendance; • Adequately prepared for class; • Maintains accurate and up-to-date records; • Completes assigned tasks on schedule; • Follows applicable policies and procedures; • Maintains confidentiality and fulfills legal responsibilities; • Is enthusiastic; • Is respectful and responsive to professors and supervisors; • Is hard working; • Is an effective communicator; • Is aware of and participates in professional organizations from time to time; • Is aware of and uses professional literature; • Participates in professional development opportunities; • Maintains professional appearance appropriate to the situation; • Is responsive to instruction and feedback; 	<ul style="list-style-type: none"> • Consistently attends class and arrives on time; • Is thoroughly prepared for class at all times; • Maintains accurate and up-to-date records and uses this information for decision-making; • Maintains confidentiality; • Understands and fulfills legal responsibilities; • Is enthusiastic; • Is consistently respectful and responsive to professors and supervisors; • Is hardworking; • Is an effective communicator; • Participates in professional organizations and seeks leadership roles; • Is aware of and uses professional literature; • Is aware of and participates in professional organizations for counselors; • Demonstrates maturity; • Articulates a professional development plan to improve performance and to expand counseling repertoire to facilitate student achievement of the counseling goals; • Engages in relevant professional development activities and follows through with the plan;
		<ul style="list-style-type: none"> • Is developing self-confidence; • Demonstrates competence in counseling skills 	<ul style="list-style-type: none"> • Maintains professional appearance appropriate to the situation; Is responsive to instruction and feedback; • Is accountable for own actions and prudent in decision-making; • Shows self-confidence and positive self-esteem; • Demonstrates a high level of competence in counseling skills

Reflective	<ul style="list-style-type: none"> • Seeks quick, mechanistic solutions to topics/issues studied; • Is undisciplined; • Does not evaluate the effects of instruction or counseling interventions; • Exhibits repetitive, rigid responses to situations without considering unique variables; • Uses limited sources in making decisions, presenting information; • Does not consider the impact of actions on self and others; • Demonstrates lack of self-insight and willingness to engage in self-reflection/exploration ; • Exhibits a lack of understanding and demonstration of appropriate boundaries; • Exhibits a lack of emotional maturity and/or stability 	<ul style="list-style-type: none"> • Evidences curiosity about topics/issues studied; • Is patient and disciplined; • Evaluates the effects of instruction or counseling interventions; • Usually demonstrates flexibility and adapts processes to incorporate new information; • Analyzes multiple sources of information for purposes of problem solving; • Considers the impact of actions on self and others; • Demonstrates self-insight and engages in self-reflection/exploration; • Understands and demonstrates appropriate boundaries; • Exhibits emotional maturity and/or stability 	<ul style="list-style-type: none"> • Evidences curiosity about topics/issues studied; • Is patient and disciplined; • Seeks to continuously evaluate the effects of instruction or counseling interventions; • Consistently demonstrates flexibility and adapts processes to incorporate new information; • Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems; • Is receptive to others; • Assimilates information from a variety of sources; • Considers the impact of actions on self and others; • Demonstrates high level of self-insight and engages in self-reflection/ exploration; • Understands and models appropriate boundaries; • Exhibits a high level of emotional maturity and/or stability; • Is accurate in self-evaluation
Self-directed	<ul style="list-style-type: none"> • Makes excuses for lack of production; • Blames others for mistakes; • Depends on others for answers; • Waits to be told what actions to take; • Avoids seeking solutions to problems; • Lacks assertiveness or persistence; • Demonstrates a lack of course or program engagement (e.g., “zones out” in class) 	<ul style="list-style-type: none"> • Accepts responsibility for actions; • Seeks answers to problems independently; • Outlines plan of action; • Takes initiative in resolving problems; • Is assertive and persistent; • Demonstrates an appropriate level of course or program engagement 	<ul style="list-style-type: none"> • Accepts responsibility for actions; • Seeks answers to problems independently; • Outlines plan of action and implements plan with modifications as necessary; • Assumes leadership role in solving problems; • Is creative and resourceful; • Takes initiative and is a self-starter; • Is an advocate for children and the counseling profession; • Is assertive and persistent; • Is highly engaged in course or program and seeks out additional learning experiences

Critical Thinker	<ul style="list-style-type: none"> • Interpretations of evidence are biased; • Fails to identify or hastily dismisses relevant counter-arguments to personal positions; • Ignores or minimally evaluates alternative points of view; • Uses fallacious or irrelevant arguments in stating personal positions; • Does not justify results or procedures; • Defends views based on self-interest or preconceptions; • Exhibits closed-mindedness or hostility to reasoning; • Bases arguments on irrelevant or erroneous evidence 	<ul style="list-style-type: none"> • Values critical thinking; • Accurately interprets evidence; • Recognizes and evaluates alternative points of view; • Draws warranted conclusions; • Explains assumptions and reasons for conclusions; • Follows where evidence and reasons lead; • Distinguishes between relevant and irrelevant material 	<ul style="list-style-type: none"> • Values critical thinking; • Actively pursues opportunities to gather evidence related to problems/issues; • Thoroughly evaluates alternative points of view; • Draws warranted conclusions and is willing to test the conclusions against further evidence; • Consistently seeks to avoid errors in analysis of the evidence; • Continuously monitors sources of personal bias in reasoning; • Presents clear justifications for positions taken; • Is thoughtful; • Is open-minded
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INTENT TO GRADUATE

An [Intent to Graduate Form](#), available on the College of Graduate Studies website, must be filed by the student no later than the second week of the semester in which the student plans to graduate or no later than the end of the first week of Summer Session II (for August graduation).

FINAL COMPREHENSIVE EXAMINATION

Passage of a comprehensive examination pertaining to relevant coursework taken in the Professional Counseling program is a graduation requirement. Students may sit for the comprehensive examination during their first semester enrollment in internship. This examination is normally scheduled in October, March, and June. It may not be taken more than twice per College of Graduate Studies policy.

Students take the [Counselor Preparation Comprehensive Exam \(CPCE\)](#) for their comprehensive examination. The CPCE is a 160-item multiple-choice exam that covers the eight core areas of CACREP (20 items per area). Since this is essentially a junior version of the National Counselor Exam (NCE) (as well as a preparatory exam for the NCE), students may use the same preparation materials for both exams. Listed below are several resources that students can use to prepare for the CPCE. The Professional Counseling faculty does not endorse any one set of preparation materials:

- [Academic Review](#)
- [Mastering the National Counselor Examination \(NCE\) and the Counselor Preparation Comprehensive Examination \(CPCE\)](#)

- [NCE and NCMHCE Review](#)
- [National Counseling Exam](#)
- [NCE Exam Prep](#)
- [Encyclopedia of Counseling](#)
- [Dr. Arthur's NCE Study Guide](#)

Students are required to pay a fee to take the CPCE. Information pertaining to the exam is distributed to students on the Professional Counseling listserv at the beginning of each semester and summer session.

Students who do not obtain a passing score on this test must take and pass written exam questions specific to the two areas in which they scored lowest on the CPCE.

PROFESSIONAL COUNSELING PROGRAM CONTINUOUS EVALUATION POLICY

The Professional Counseling faculty, in order to encourage positive growth and development of the students, and to fulfill its ethical obligation to evaluate the readiness and/or suitability of counseling candidates for the profession, utilizes the following continuous evaluation policy and process.

1. The admissions committee selects those applicants who best demonstrate the academic, professional, and personal characteristics desirable to fulfill the obligations of the counseling profession. Once admitted to the Professional Counseling program (or once granted permission to take courses in the Clinical Mental Health Counseling or School Counseling concentration as non-degree-seeking students), the students are asked to commit in writing to a) a formal program of academic study, b) an informal, self-directed process of professional and personal exploration and growth, and adherence to the most recent version of the American Counseling Association Code of Ethics (see [Professional Counselor Candidate Training Commitment form](#) in Section XVIII: Forms).
2. Students in each course, including applicants to the program, are expected to demonstrate "Acceptable" or "Target" levels on each of the Professional Counselor Candidate Dispositions. Faculty members continually evaluate the students on the dispositions as part of or in addition to the class grade evaluation process. Adjunct and cooperating faculty who teach required courses in the program are encouraged to provide feedback to the core faculty on student demonstration of the dispositions.
3. In the spring semester, the Professional Counseling faculty conducts a systematic evaluation of each student's progress in the program, utilizing the Professional Counselor Candidate Dispositions rubric and the academic requirements noted above in performance requirements. A letter is sent to each student. The primary purposes of the letters are to commend those who are on track and to make suggestions to assist those who may not be making adequate academic, professional, or personal progress.
4. The Professional Counseling faculty reviews each student's readiness for practicum, utilizing the student's application and the Professional Counselor Candidate Dispositions rubric. The faculty either notifies the student regarding their acceptance into practicum or notifies the student regarding academic, skill and/or disposition deficits that need to be remediated prior to entering the practicum phase of training.

5. The faculty reviews each student's readiness for internship following the completion of practicum. Students need not complete an application for internship (except for the pre-registration form that will be provided). Students may assume that they may enter internship if the academic, skills and dispositions requirements have been met unless otherwise informed. When necessary students will be informed of academic, skill and/or disposition deficits that need to be remediated prior to entering the internship phase of training.
6. In addition to the formal evaluations conducted by faculty as described in 3, 4, and 5 above, a faculty member who at any time feels that a student is demonstrating an "Unacceptable" level on a Professional Counselor Candidate Disposition may bring this to the attention of the faculty. Generally, the faculty member has an informal conference with the student to express and/or resolve concerns, although such a conference is not a mandatory part of this policy.
7. A faculty member may at any time initiate a formal evaluation of a student's performance, especially with regard to the Professional Counselor Candidate Dispositions. The following process is observed:
 - a. The faculty member completes the Professional Counseling Program [Student Disposition Deficiency Notice form](#) (See Section XVIII: Forms) and gives a copy to the Professional Counseling program coordinator or designee.
 - b. Coordinator or designee will collect further written documentation from faculty and relevant others.
 - c. Program faculty and/or sub-committee will meet to consider the situation and data collected.
 - d. Representatives of the faculty, generally the coordinator or designee and the faculty member who initiated the review, meet with the student to discuss the evaluation and to have the student sign the Professional Counseling Program Student Disposition Deficiency Form to indicate that he/she has read it.
 - e. The student is provided the opportunity to give a written or oral response to the faculty. Responses should be provided within fourteen (14) days following the meeting.
 - f. The faculty will consider the student's response before finalizing recommendations.
 - g. The coordinator or designee will either meet with the student again or contact the student via e-mail to share recommendations and to provide the student with information on her/his rights.
8. The faculty may at any point in the continuous evaluation process make recommendations for remediation. The faculty will inform the student if his/her continuation in the program is contingent upon the carrying out of recommendations. These may include, but are not limited to, such interventions as obtaining personal or career counseling, taking a semester or two away from classes to attempt to resolve personal issues, exploring other educational options, and taking remedial coursework. Recommendations to the student may be appealed through the appeal process for graduate students.
9. The faculty may at any point in the continuous evaluation process rule to withhold permission to a non-degree-seeking student to take classes in the Clinical Mental Health Counseling or School Counseling concentration based on the student's receipt of one or more "Unacceptable" ratings on any of the categories of the Professional Counselor Candidate Dispositions rubric.

10. Students must be able to meet the demands required for professional work in counseling. Therefore, students will be dismissed from the program if they (a) commit a serious breach of ethics or gross professional negligence, (b) demonstrate evidence of impaired psychological functioning that would present a danger to themselves or others in a professional role or (c) engage in behavior that faculty considers to be detrimental to the best interest of clients, fellow students and/or faculty members. Students who are dismissed may reapply and will be considered for re-admission on a competitive basis. Students who reapply may be asked to present evidence of improved ability to meet performance requirements.

STUDENT RIGHT TO APPEAL

Grades— Appeal of Course Grades.

Level One

1. Student appeals concerning a course grade should be resolved by conference between the student and the faculty member who assigned the grade.
2. In the event of an impasse between the student and the faculty member, a student with an appeal of a grade shall discuss it with the department chair within ten (10) days of the conference with the involved faculty member. The department chair shall investigate the circumstances, record his/her findings, and send a copy to the student and the faculty member within ten (10) days of the notification of impasse. Although the department chair does not have the power to change the grade, he/she will make a recommendation concerning the appeal

Level Two

3. If the student is not satisfied, he/she may, within fifteen (15) days following receipt of the department chair's recommendation, refer the appeal plus all relevant data including stated reasons why he/she believes the appeal has thus far not been satisfied to the Provost's Office. The vice provost for Academic Affairs shall select a college committee to hear the appeal and transmit the appeal documents to the committee chair or to the office of the dean of the college which houses the selected appeals committee.
4. The committee hearing the appeal will receive documents and testimony regarding the circumstances, will record its findings, and shall render a decision. Notification of the committee's decision will be made to the student, faculty member, department chair, college dean, vice provost for Academic Affairs, and the director of records.
5. The decision of the committee hearing the appeal will be final concerning the grade in question.

Appeal of Academic Suspension. A student may seek reversal of academic suspension, for cause, by petitioning the Suspension Appeals Committee of the Graduate Council. Appeal forms are available on the College of Graduate Studies web site <http://www.mtsu.edu/graduate/forms.php>).

Appeals, Other. Graduate students have the right to appeal for cause any decision affecting their academic standing as a graduate student. Cause excludes grade appeals, which are under the purview of the MTSU Grade Appeal Committee. The Suspension Appeals Committee of the Graduate Council is an ad hoc committee reporting to the dean of the College of Graduate Studies. The committee is convened at the direction of the dean of the College of Graduate Studies.

The Graduate Council and the College of Graduate Studies have approved in principle the document [Appeal Advisory Committee of the Graduate Council](#)

IX. OBJECTIVES

PROGRAM OBJECTIVES

The mission of the Professional Counseling program is to help students develop essential knowledge, skills, and dispositions to function as professional counselors working in mental health agencies, private practice, or elementary, middle, and secondary schools. To meet this mission, the following objectives have been established.

1. Graduates will have acquired knowledge and skills to work with individuals in the context of human growth and development principles.
2. Graduates will have an appreciation of the unique contributions and concerns of diverse populations and will have the ability to work with all individuals to enhance and encourage their full participation in a pluralistic society.
3. Graduates will have developed a professional counselor identity based on strengths, wellness, empowerment, prevention and early intervention.
4. Graduates will evidence commitment to the practitioner-scholar role and to ongoing professional development.
5. Graduates of the program's Clinical Mental Health Counseling concentration will have specialized knowledge and skills needed to plan, implement, and evaluate evidence-based programs and treatment procedures that are designed to treat psychopathology and promote optimal mental health in mental health agencies and/or private practice settings.
6. Graduates of the program's School Counseling concentration will have the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society.

PROGRAM CURRICULUM OBJECTIVES (DELETE THESE??? ASK FACULTY)

In accordance with the CACREP 2009 Standards, the following objectives have been adopted by the Professional Counseling faculty:

- 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:**
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment,

- performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- the importance of research in advancing the counseling profession;
- research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- statistical methods used in conducting research and program evaluation;
- principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- the use of research to inform evidence-based practice; and
- ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

CLINICAL MENTAL HEALTH COUNSELING STANDARDS

In accordance with the CACREP 2009 Standards, in addition to the Program Curriculum Objectives stated above, the following curricular experiences and demonstrated knowledge and skills are required of all students in the Clinical Mental Health Counseling Program:

FOUNDATIONS

A. Knowledge

- Understands the history, philosophy, and trends in clinical mental health counseling.
- Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
- Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
- Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of clinical mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

CLINICAL INSTRUCTION

For the Clinical Mental Health Counseling concentration, the 600 clock hour internship occurs in a mental health setting, under the supervision of an appropriately licensed site supervisor. The requirement includes a minimum of 240 direct service clock hours. The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address relevant CACREP standards.

SCHOOL COUNSELING STANDARDS

In accordance with the CACREP 2009 Standards, in addition to the Program Curriculum Objectives stated above, the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program:

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
6. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

CLINICAL INSTRUCTION

For the School Counseling concentration, the 600 clock hour internship occurs in school counseling settings, under the supervision of appropriately licensed site supervisors. The requirement includes a minimum of 240 direct service clock hours. The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address relevant CACREP standards.

STUDENT LEARNING OUTCOMES

The Professional Counseling faculty developed the following Student Learning Outcomes (SLOs) for its students:

All Professional Counseling students will demonstrate, integrate and apply knowledge of:

1. professional counselors, the counseling profession and ethical practice.
2. social and cultural diversity.
3. human growth and development.
4. career development.
5. helping relationships.
6. group work.
7. assessment.
8. research and program evaluation.

Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge pertaining to:

9. foundations of clinical mental health counseling.
10. counseling, prevention and intervention in the field of clinical mental health counseling.
11. diagnosis and treatment planning in the field of clinical mental health counseling.
12. diversity and advocacy in the field of clinical mental health counseling.

Students in the school counseling concentration will demonstrate, integrate and apply knowledge pertaining to:

13. foundations of school counseling.
14. counseling, prevention, and intervention in the field of school counseling.
15. diversity and advocacy in the field of school counseling.
16. academic development of students in the field of school counseling.

17. collaboration and consultation in the field of school counseling.
18. leadership in the field of school counseling.

Each of the specialty area SLOs (#9 – #18) have been divided into knowledge and skills and practices SLOs, which correspond to how CACREP 2009 specialty area standards are divided into these two areas. For example:

- SLO #9A – Students in the clinical mental health counseling concentration will demonstrate, integrate and apply knowledge of foundations of clinical mental health counseling (knowledge).
- SLO #9B is as follows: Students in the clinical mental health counseling concentration will demonstrate integrate and apply knowledge of foundations of clinical mental health counseling (skills & practices).

Given that the specialty area SLOs are divided into two sections, there are actually 28 SLOs that the Professional Counseling faculty evaluates (i.e., 8 SLOs that correspond to the CACREP core curricular standards and 20 SLOs that correspond to the CACREP specialty area standards – CMHC and SCCO).

Learning Activities and Experiences and Evaluation of Student Learning Outcomes

Various learning activities and experiences (LAEs) are utilized to help students develop the knowledge, skills and practices of professional counselors that are specified in the common core and specialty area standards throughout the course of their training programs. The Professional Counseling faculty, in turn, use multiple- choice tests such as the Counselor Preparation Comprehensive Examination (CPCE) and end-of-program knowledge assessment exams to evaluate LAEs pertaining to the eight core curricular area standards and knowledge standards of the specialty area standards (i.e., CMHC and SCCO) upon which SLOs are based. Alternatively, grading rubrics, supervisor evaluation forms, etc. are used to evaluate the LAEs pertaining to skills and practices standards upon which specialty area SLOs are based.

The Professional Counseling faculty adopted a standardized metric for use with any rubric developed to assess skills & practices SLOs (i.e., #9 - 18). The metric is based on a 1 – 3 scale as follows:

Unacceptable	Acceptable	Target
1	2	3

This scale generally corresponds to a typical grading scale (e.g., 90 – 100 = A) although no faculty member is obligated to use the rubric for grading purposes. For each rubric evaluation category – Unacceptable, Acceptable, and Target – a list of criteria are specified which help faculty differentiate different levels of skill performance. Not only does this help faculty evaluate students more objectively, but also makes it clear to students the types of skills they need to demonstrate to achieve at a particular level of performance. For example:

Counselor Skills Rubric

Skill	Unacceptable 1	Acceptable 2	Target 3
1. Relationship Building	Does not effectively employ the skills necessary to facilitate relationship building with the client. Does not demonstrate the basic counseling skills such as genuineness, positive regard and empathy.	Adequately employs the skills necessary to facilitate relationship building with the client. Somewhat demonstrates basic counseling skills such as genuineness, positive regard and empathy.	Effectively employs the skills necessary to facilitate relationship building with the client. Demonstrates an appropriate amount of basic counseling skills such as genuineness, positive regard and empathy.

LiveText

All students in the College of Education – including students who have been admitted into the Professional Counseling program - are required to purchase a subscription to LiveText. This is a data management system that allows faculty members in educational programs to track students' progress throughout the course of their respective programs and determine whether they are achieving learning outcomes that they established for their program as well as College of Education outcomes. Professional Counseling faculty require students to upload certain class assignments for evaluation into LiveText for evaluation and use rubrics to evaluate these “artifacts.” Tracking this information helps faculty pinpoint strengths and weaknesses of the program and to modify program elements, if needed, to ensure that students meet the outcomes. This is not only a requirement of the College of Education, but of CACREP. Students should purchase a subscription to LiveText upon admission into the program. It can be purchased on the LiveText website (<https://www.livetext.com/purchase-register-membership/>) or at Phillips Bookstore.

XI. COURSE OF STUDY

Clinical Mental Health Counseling Concentration (61 hours):

- | | |
|---|---------|
| 1. Professional Orientation and Ethical Practice | 9 hrs. |
| COUN 5655, Foundations of Clinical Mental Health Counseling | |
| COUN 6110 Introduction to Professional Counseling | |
| COUN 6230 Legal and Ethical Issues in Counseling | |
| 2. Social and Cultural Diversity | 3 hrs. |
| COUN 6210, Multicultural Counseling | |
| 3. Human Growth and Development | 3 hrs. |
| COUN 6410, Development across the Lifespan | |
| 4. Career Development | 3 hrs. |
| COUN 6150, Career Counseling | |
| 5. Helping Relationships | 21 hrs. |
| COUN 6830, Theories and Techniques of Counseling | |
| COUN 6260, Pre-Practicum in Counseling | |
| COUN 6270, Practicum in Counseling | |
| COUN 6540, Internship: Clinical Mental Health Counseling (2 semesters; 6 hours) | |
| COUN 6810, Adult Counseling | |
| COUN 6886, Trauma-Focused Assessment and Treatment of Children and Adolescents | |
| 6. Group Work | 4 hrs. |
| COUN 6170, Group Counseling and Psychotherapy | |
| COUN 6180, Laboratory in Group Counseling & Psychotherapy | |
| 7. Assessment | 3 hrs. |
| COUN 6840, Measurement and Appraisal in Counseling | |
| 8. Research and Program Evaluation | 3 hrs. |
| COUN 6610, Introduction to Counseling Research | |
| 9. Diagnostic and Treatment Applications | 12 hrs. |
| COUN 6520, Psychopharmacology | |
| COUN 6765, Diagnosis and Treatment Planning in Counseling | |
| COUN 6820, Couples and Family Counseling | |
| COUN 7520, Assessment & Treatment of Addictions | |

61 hrs.

Clinical Mental Health Counseling Curriculum Sequence of Courses					
Level 1 courses	Introduction to Professional Counseling (COUN 6110)	Foundations of Clinical Mental Health Counseling (COUN 5655)	Theories & Techniques of Counseling (COUN 6830)	Pre-Practicum in Counseling (COUN 6260)	
Level 2 courses	Career Counseling (COUN 6150)	Legal & Ethical Issues in Counseling (COUN 6230)	Group Counseling & Lab (COUN 6170 & 6180)	Diagnosis & Treatment Planning in Counseling (COUN 6765)	Psychopharmacology (COUN 6520)
Level 3 courses	Practicum in Counseling (COUN 6270)	Adult Counseling (COUN 6810)	Couples and Family Counseling (COUN 6850)	Trauma-Focused Assessment and Treatment of Children and Adolescents (COUN 6886)	
	Assessment and Treatment of Addictions (COUN 7520)				
Level 4 courses	Internship: Clinical Mental Health Counseling (COUN 6540)				
Courses that can be taken anytime	Multicultural Counseling (COUN 6210)	Development Across the Lifespan (COUN 6410)	Introduction to Counseling Research (COUN 6610)	Measurement and Appraisal in Counseling (COUN 6840)	

Clinical Mental Health Counseling Concentration

SAMPLE CLASS SCHEDULE FOR STUDENT ADMITTED IN THE SPRING AND
DESIRING TO COMPLETE THE PROGRAM WITHIN THREE YEARS (minimum length)

Year 1

Summer	Fall	Spring
Multicultural Counseling (COUN 6210)	Introduction to Professional Counseling (COUN 6110)	Foundations of Clinical Mental Health Counseling (COUN 5655)
Theories & Techniques of Counseling (COUN 6830)	Introduction to Counseling Research (COUN 6610)	Measurement & Appraisal in Counseling (COUN 6840)
Development Across the Lifespan (COUN 6410)	Pre-Practicum in Counseling (COUN 6260)	Group Counseling & Psychotherapy + Lab (COUN 6170 & 6180)

Year 2

Summer	Fall	Spring
Career Counseling (COUN 6150)	Diagnosis & Treatment Planning in Counseling (COUN 6765)	Practicum in Counseling (COUN 6270)
Legal & Ethical Issues in Counseling (COUN 6230)	Psychopharmacology (COUN 6520)	Couples and Family Counseling (COUN 6820)
	Trauma-Focused Assessment and Treatment of Children and Adolescents (COUN 6886)	Assessment & Treatment of Addictions (COUN 7520)

Year 3

Summer	Fall	Spring
Adult Counseling (COUN 6810)	Internship: Clinical Mental Health Counseling (COUN 6540)	Internship: Clinical Mental Health Counseling (COUN 6540)


NOTE: Always see your advisor for assistance with scheduling! Students desiring to take classes prior to admission are reminded that acceptance is not guaranteed and that they may take only 6 Program hours prior to admission. Please see your advisor (or potential advisor) for assistance in determining what classes to take.

(Disclaimer: Although the sequence of courses is planned based on when various courses are usually offered by the Professional Counseling faculty there are no guarantees that these courses will be offered when needed during a given semester.)

School Counseling Concentration (49 hours):

- | | |
|---|---------|
| 1. Professional Orientation and Ethical Practice
COUN 6110, Introduction to Professional Counseling
COUN 6160, Foundations of School Counseling
COUN 6230, Legal and Ethical Issues in Counseling | 9 hrs. |
| 2. Social and Cultural Diversity
COUN 6210, Multicultural Counseling | 3 hrs. |
| 3. Human Growth and Development
COUN 6410, Development Across the Lifespan | 3 hrs. |
| 4. Career Development
COUN 6150, Career Counseling | 3 hrs. |
| 5. Helping Relationships
COUN 6830, Theories and Techniques of Counseling
COUN 6260, Pre-Practicum in Counseling
COUN 6270, Practicum in Counseling
COUN 6890, Consultation
COUN 6920, Internship: Secondary School Counseling
COUN 6930, Internship: Elementary School Counseling | 18 hrs. |
| 6. Group Work
COUN 6170, Group Counseling and Psychotherapy
COUN 6180, Laboratory in Group Counseling & Psychotherapy | 4 hrs. |
| 7. Assessment
COUN 6840, Measurement and Appraisal in Counseling | 3 hrs. |
| 8. Research and Program Evaluation
COUN 6610, Introduction to Counseling Research | 3 hrs. |
| 9. Elective (chosen in consultation with advisor)
COUN 6120, Counseling Exceptional Children
COUN 6520, Psychopharmacology
COUN 6540, Internship: Clinical Mental Health Counseling
COUN 6820, Couples and Family Counseling
COUN 7520, Assessment & Treatment of Addictions | 3 hrs. |

49 hrs.

School Counseling Curriculum Sequence of Courses					
Level 1 courses	Introduction to Professional Counseling (COUN 6110)	Foundations of School Counseling (COUN 6160)	Theories & Techniques of Counseling (COUN 6830)	Pre-Practicum in Counseling (COUN 6260)	
Level 2 courses	Career Counseling (COUN 6150)	Legal & Ethical Issues in Counseling (COUN 6230)	Group Counseling & Lab (COUN 6170 & 6180)		
Level 3 courses	Practicum in Counseling (COUN 6270)	Consultation (COUN 6890)	Counseling Exceptional Children (COUN 6120) * Can be taken anytime	Psychopharmacology (COUN 6520)	Couples and Family Counseling (COUN 6850)
			Assessment and Treatment of Addictions (COUN 7520)		
Level 4 courses	Internship: Secondary School Counseling (COUN 6920)	Internship: Elementary School Counseling (COUN 6930)			
Courses that can be taken anytime	Multicultural Counseling (COUN 6210)	Development Across the Lifespan (COUN 6410)	Introduction to Counseling Research (COUN 6610)	Measurement and Appraisal in Counseling (COUN 6840)	

School Counseling Concentration

SUGGESTED CLASS SCHEDULE FOR STUDENT BEING ADMITTED IN THE SPRING AND DESIRING TO COMPLETE THE PROGRAM WITHIN THREE YEAR

Year 1

Summer	Fall	Spring
Theories & Techniques of Counseling (COUN 6830)	Introduction to Professional Counseling (COUN 6110)	Foundations of School Counseling (COUN 6160)
Development Across the Lifespan (COUN 6410)	Introduction to Counseling Research (COUN 6610)	Group Counseling and Psychotherapy + Lab (COUN 6170 & 6180)
	Pre-Practicum in Counseling (COUN 6260)	Directed Experience (COUN 5201; if needed)

Year 2

Summer	Fall	Spring
Legal & Ethical Issues in Counseling (COUN 6230)	Consultation (COUN 6890)	Measurement and Appraisal in Counseling (COUN 6840)
Multicultural Counseling (COUN 6210)	Practicum in Counseling (COUN 6270)	
	Electives: Assessment & Treatment of Addictions (COUN 7520) OR Psychopharmacology (COUN 6520)	Elective: Couples and Family Counseling (COUN 6820)

Year 3

Summer	Fall	Spring
Counseling Exceptional Children – (COUN 6120)	Internship: Elementary School Counseling (COUN 6930) OR Internship: Secondary School Counseling (COUN 6920)	Internship: Elementary School Counseling (COUN 6930) OR Internship: Secondary School Counseling (COUN 6920)
Career Counseling (COUN 6150)		

NOTE: Always see your advisor for assistance with scheduling! Students desiring to take classes (if given permission and space is available) prior to admission are reminded that acceptance is not guaranteed and that they may take only 6 Program hours prior to admission. Please see your advisor (or potential advisor) for assistance in determining what classes to take.

(Disclaimer: Although the sequence of courses is planned based on when various courses are usually offered by the Professional Counseling faculty there are no guarantees that these courses will be offered when needed during a given semester.)

PROJECTED SCHEDULE OF COURSES

Note: Semesters and times when courses are offered are subject to change (see current schedule on Pipeline). This chart indicates when classes have been offered in the past, but there are no guarantees that they will continue to be offered as indicated here. Night classes begin at 4:30 PM.

Course No.	Course Title	Fall D N/S/O	Spring D N/S/O	Summer D N/S/O
COUN	Directed Experience in Public Schools		X	
COUN	Found. of Clinical Mental Health		X	
COUN	Introduction to Professional	X	X	
COUN	Counseling Exceptional Children			X
COUN	Career Counseling			X
COUN	Foundation of School Counseling		X	
COUN	Group Counseling & Psychotherapy		X	X
COUN	Lab in Group Counseling &		X	X
COUN	Multicultural Counseling			X
COUN	Legal & Ethical Issues in Counseling			X
COUN	Pre-Practicum in Counseling	X	X	
COUN	Practicum in Counseling	X	X	
COUN	Development Across the Lifespan	X		X
COUN	Psychopharmacology	X		
COUN	Internship: Clin. Mental Health Coun.	X	X	X
COUN	Introduction to Counseling Research	X	X	
COUN	Diagnosis & Treatment Planning	X		
COUN	Adult Counseling			X
COUN	Family Ther.: Eval. & Trtmt. Plan		X	
COUN	Theories & Techniques of Counseling	X		X
COUN	Measurement & Appraisal in		X	X
COUN	Couples and Family Counseling			X
COUN 6886	Trauma-Focused Assessment & Treatment of Children & Adolescents		X	
COUN	Consultation	X		
COUN	Internship: Secondary Sch. Counseling	X	X	
COUN	Internship: Elementary Sch. Counseling	X	X	
COUN	Assessment & Treatment. of Addictions		X	

SCCO = School Counseling concentration only; CMHC = Clinical Mental Health Counseling concentration only;

D= daytime; N/S/O= night, Saturday, or online.

GRADUATE CATALOG COURSE DESCRIPTIONS

PROFESSIONAL COUNSELING COURSES (All have COUN prefix)

5201 Directed Public School Experience for Non-teachers. Three credits. Permission of Department required. Course open only to counseling students or applicants. Includes 40 hours of observation and participation in a public elementary school with directed assignments for school counseling students who have no teaching experience. Background check required before participation.

5655 Foundations of Clinical Mental Health Counseling. Three credits. Pre-requisites: PSY 1410 and PSY 3230 or equivalent. History, roles, and duties of the professional clinical mental health counselor. Managed care and third party reimbursement issues, administration and supervision of mental health services, and other salient issues relating to the role of the professional clinical mental health counselor.

6110 Introduction to the Counseling Profession. Three credits. An introductory study of the counseling profession. Basic educational, historical, philosophical and psychological foundations of counseling as well as specific traits and skills of professional counselors. Beginning level concepts and skills required for certification and licensure.

6120 Counseling Exceptional Children. Three credits. Examines the assessment and placement needs of exceptional children in the school setting and explores the strategies for counseling and guidance. Emphasis will be placed on lifespan, diversity, and ethical issues for professional school counselors.

6150 Career Counseling. Three credits. Prerequisites: COUN 6260 and 6840; permission of department. History, theory, and issues related to career development, career choice, and career education. Demonstration of the ability to teach career information seeking behavior and decision-making skills.

6160 Foundations of School Counseling. Three credits. History, foundation, philosophy, and principles of developmental school counseling; roles and functions of school counselors, including professional and personal requirements.

6170 Group Counseling and Psychotherapy. Three credits. Prerequisites: COUN 6260 and 6830; permission of department. Co-requisite: COUN 6180. Group process, ethics, and techniques. Application of counseling theory, group procedures, sociometrics, and group dynamics to interpersonal relations, mental health, school, and industrial settings. Supervised experience. Liability insurance required prior to enrollment.

6180 Laboratory in Group Counseling and Psychotherapy. One credit. Taken in conjunction with COUN 6170. Students will experience group process as members of a growth group during the first half of the semester and will demonstrate group skills as leaders of group session(s) during the second half of the semester.

6230 Legal and Ethical Issues in Counseling. Three credits. Legal, ethical, and professional issues pertaining to the practice of school and clinical mental health counseling.

6260 Pre-Practicum in Counseling. Three credits. Prerequisite: COUN 6830; permission of instructor. Introduces basic communication skills, techniques, and process involved in working with clients in a

counseling relationship; extensive role-play practice with peer and faculty feedback. Liability insurance required prior to enrollment.

6270 Practicum in Counseling. Three credits. Prerequisites: COUN 6830, 6170, 6180, 6230, 6260; permission of instructor. Practical supervised experience in individual and group counseling in a mental health or school setting and MTSU Center for Counseling and Psychological Services; audio and/or videotaping of sessions for peer and faculty feedback. Liability insurance required prior to enrollment.

6410 Development across the Lifespan. Three credits. Theories and characteristics of human development covering the lifespan.

6520 Psychopharmacology. Three credits. Biochemical, neurophysiological, and neuroanatomical basis; emphasis on drugs used in investigating and treating psychological disorders.

6540 Internship: Clinical Mental Health Counseling. Three to six credits. Prerequisites: COUN 6270 and permission of the Clinical Mental Health Counseling program coordinator. Requires 300 hours in a mental health setting with at least 40 percent in direct service. Liability insurance required prior to enrollment. May be repeated.

6610 Introduction to Counseling Research. Three credits. Prerequisite: PSY 3020 and COUN 6840. Research in education and psychology, research strategies, research ethics, research writing and reporting. Planning, implementing, and writing an approved scholarly research proposal.

6765 Diagnosis and Treatment Planning in Counseling. Three credits. Prerequisites: PSY 3230/5230 and COUN 6270 or equivalent; COUN 6410 recommended. Development of skills in the diagnosis and treatment of select mental disorders across the lifespan. Treatment planning strategies using empirically based treatment interventions. Examines effect of mental disorders on normal development.

6810 Adult Counseling. Three credits. Analysis of common issues encountered when counseling adults. Development of case conceptualization, treatment planning, and counseling intervention skills. Examines counseling as a process.

6830 Theories and Techniques of Counseling. Three credits. Survey of leading counseling theories, including applications of theories to case studies. Demonstration and practice of specific techniques.

6840 Measurement and Appraisal in Counseling. Three credits. Individual and group approaches to measurement and appraisal in counseling. Psychometric properties of tests and how to select administer, and/or interpret aptitude, achievement, intelligence, personality, performance, and interest tests for use in counseling-related activities.

6850 Couples and Family Counseling. Assessment and Treatment. Three credits. Examines major models and techniques of couples and family counseling. Emphasis on assessment, treatment, and treatment planning as well as lifespan, diversity, trauma, and ethical issues for practitioners of couples and family counseling.

6886 Trauma-Focused Assessment and Treatment of Children and Adolescents. Three credits. Examines theories and techniques pertaining to child and adolescent counseling with an emphasis on the

impact of traumatic events on children and adolescents' cognitive, neurobiological, and psychological development.

6890 Consultation. Three credits. Prerequisite: COUN 6270 or permission of instructor. Course must be taken prior to or concurrent with the first internship (COUN 6920 or 6930). Theory and practice of consultation as a useful technique in the helping professions. Applied experiences in schools and other settings. Liability insurance required prior to enrollment.

6900 Assessment of School Counseling Area Licensing Competencies. One to two credits. For the advanced student who by exceptional prior training or experience believes coursework for competence mastery is unnecessary in one or more of the licensing areas. All credit earned may be applied to a Master of Education degree. May be repeated ten times.

6910 Independent Research: Counseling. One to nine credits; may be taken more than once. Prerequisite: Permission of instructor. Individualized empirical research and library research approved by the instructor.

6920 Internship: Secondary School Counseling. One to six credits. Prerequisite: COUN 6270 and 6150. Actual experience in the counseling, consulting, coordinating services to adolescents, teachers, and parents. Requires 300 hours in the school, with at least 40 percent in direct service. Liability insurance required prior to enrollment.

6930 Internship: Elementary School Counseling. One to six credits. Prerequisite: PSY 6270. Actual experience in the school providing counseling, consulting, coordinating services to children, teachers, and parents. Requires 300 hours in the school, with at least 40 percent in direct service. Liability insurance required prior to enrollment.

7520 Assessment and Treatment of Addictions. Three credits. Systematic analysis of addictive phenomena with particular emphasis on dynamics and behavioral manifestations. Alcohol, street and prescription drugs, gambling, TV, religion, politics, and sex as aberrational forms of altering consciousness explored. Causation, clinical diagnostics, and treatment procedures as well as prevention are addressed in detail.

XII. GROUP LABORATORY, PRACTICUM, and INTERNSHIP REQUIREMENTS

GROUP LABORATORY

Students will be required to participate in COUN 6180, Laboratory in Group Counseling and Psychotherapy. This ten-hour experience is composed of two separate parts. (1) During the first half of the lab experience, students participate as members of a growth group (as required by CACREP) in order to learn more about themselves, their feelings, and their interactions with others. The members will be asked to participate as much as possible in the process from their own frames of reference and to express their own feelings, but they may share as much or as little personal information as they choose, and they may "pass" or participate at the "role-play" level when they feel uncomfortable doing otherwise.

The lab grade will be based entirely upon attendance and cooperation during the growth group. Students are encouraged to discuss any concerns or questions with their instructor prior to the commencement of the growth group. Once the growth group has begun, students are encouraged to address group issues within the group with the assistance of the leader. At the conclusion of the growth group, the instructor will ask for voluntary, anonymous feedback from the members concerning their experiences.

During the second half of the lab experience, students will be required to lead or co-lead a group session of their own. This will be supervised by the COUN 6170 instructor, and the demonstrated leadership skills will be evaluated as part of the COUN 6170 grade.

PRACTICUM

Students will be evaluated for readiness prior to placement in practicum and internships, which are to be taken toward the last year of their program. One 100-hour practicum is required of all Professional Counseling students. Students must apply by March 1 (See [Practicum Readiness Form](#) in Section XVIII of Handbook) to take practicum during the subsequent fall semester, and by October 1 to take practicum in the spring. Faculty will then assess each student's readiness to work with clients and will provide the student feedback regarding acceptance into practicum. Clinical Mental Health Counseling and School Counseling students are required to complete these requirements at the [MTSU Center for Counseling & Psychological Services](#), 503 B East Bell Street, Suite 1800, Murfreesboro, TN 37132. Weekly group supervision will occur in class. In addition, the instructor will schedule weekly, face-to-face individual or triadic supervision sessions once students begin counseling clients.

The practicum is designed to give students an intensive experience as counselors-in-training. Students are required to complete a minimum of 40 hours of counseling (preferably 30 hours of individual counseling and 10 hours of group counseling) as part of the 100 hours on-site. During semesters when only one section of practicum is offered, enrollment will be based upon the following priorities:

- First, students who have met all the prerequisites.
- Second, students with the earliest program admission date who need to take a prerequisite concurrently.

INTERNSHIPS

The internship experience serves as the culmination of the training program, giving students an opportunity to integrate and to apply the skills and knowledge obtained in the core curriculum. The internships provide students with supervised experiences working as a counselor in a school or mental health setting. Students in the Clinical Mental Health Counseling concentration are required to complete a 600-hour internship in one mental health setting over the course of two consecutive semesters. Students in the School Counseling concentration are required to complete two 300-hour internships, one in an elementary (PreK-5) setting and one in a secondary (9-12) setting. Permission to take one additional class during a semester of internship must be granted by a student's advisor.

SELECTING THE PRACTICUM OR INTERNSHIP SITE

The responsibility for selecting a practicum or internship site rests with students. Students must, however, consult with the professor and advisor concerning potential sites and receive approval for the site two semesters prior to enrollment in practicum or internship. Clinical Mental Health Counseling students should arrange their internship placements a year in advance of the start of internship. School Counseling students who wish to complete a practicum or internship in a Metro Nashville, Franklin Special District, Maury County, or Williamson County school must confer with their professor to determine the current procedure for finding a school in these districts. Students should NOT contact personnel in these districts directly. The practicum and internship liaison (currently Dr. Ginny Dansby) will contact them for you. According to CACREP requirements, internship supervisors must complete supervisor orientation with the Professional Counseling faculty prior to or at the beginning of the internship semester.

Only one section of each internship course is offered each semester. Enrollment is based upon the following priorities:

- First, persons who have completed all the prerequisites.
- Second, persons with the earliest program admission date who need to take a prerequisite concurrently.

NOTE: Students should make an appointment with the internship instructor the semester prior to taking internship to discuss placements. School Counseling students will be assigned to either Elementary or Secondary Internship by the Professional Counseling school counseling coordinator based on number of students requesting each internship. Students are asked not to seek an internship site until they have been assigned to either the Elementary or Secondary internship. The alternate internship is then taken the following semester.

PERSONAL COUNSELING

Although it is not required, students are strongly encouraged to obtain personal counseling sometime during their studies at MTSU. It is important for students to gain the perspective of the client as this will hopefully translate into greater empathy and respect for clients students counsel in the future. Professional Counseling faculty cannot provide these services as this would constitute a dual-relationship. Counseling services can be obtained without charge at [MTSU Counseling Services](#). Professional Counseling faculty can also provide students with contact information regarding mental health professionals in the community.

PROFESSIONAL LIABILITY INSURANCE

Professional liability insurance is required for all students in the Professional Counseling program. It must be obtained by the end of the first month of Pre-practicum in Counseling class and maintained throughout the duration of the program. The major reason for this requirement is to help protect students in the event they are subject to lawsuits based on claims of malpractice. No MTSU Professional Counseling student has ever been the target of a malpractice lawsuit; however, malpractice claims can be filed even if the charge is baseless. Under those circumstances, students may still have to defend

themselves in court. Legal fees in any such action can be enormous and have the potential to lead to financial ruin.

It is possible that a school system or mental health agency in which students fulfill practicum or internship requirements does not have adequate liability coverage. Any lawsuit could include the site supervisor and the school system or mental health agency; therefore, they may be unwilling to take such a risk without some protection.

In order to protect all persons involved and guarantee a wide variety of internship sites, Professional Counseling faculty requires Professional Counseling students to carry professional liability insurance by the beginning of the Pre-Practicum class. The minimum amount required is \$1,000,000 per incident / minimum \$1,000,000 aggregate.

Below is a list of sources for professional liability insurance. Middle Tennessee State University, the Womack Educational Leadership Department, and Professional Counseling faculty do not endorse or recommend any particular agency or carrier. Students are encouraged to check with each company to compare rates, amounts of coverage, etc. Students are free to choose whichever carrier they like. (Note: Some professional organizations offer liability insurance for free or at a discounted rate to students.)

Immediately after students have selected a carrier and acquired professional liability insurance coverage, they must file a copy of the declarations page of the insurance binder (i.e., proof of insurance listing name, amounts of coverage, and inclusive dates) or a copy of the membership card, if the student acquired insurance through joining a professional organization, with the Professional Counseling Administrative Coordinator, Dr. Robin Lee, (Robin.Lee@mtsu.edu). Students must also maintain their liability insurance throughout their enrollment in the Professional Counseling program. Failure to file and maintain a copy of the insurance declarations page or membership card with the Professional Counseling administrative coordinator will prevent students from registering for certain courses until students produce such evidence of being insured.

Students are advised that it takes time to both find and process coverage applications. If students do not have the coverage in effect by their second week in pre-practicum, then they will not be allowed to counsel clients or interact with others in a professional capacity.

PROFESSIONAL LIABILITY INSURANCE SOURCES*

NOTE: Students may secure **free professional liability insurance** through membership in American School Counseling Association, American Mental Health Counselors Association, or American Counseling Association.

American Counseling Association Trust
5999 Stevenson Avenue
Alexandria, VA 22304-3300
1-800-347-6647
<https://www.counseling.org/>

American School Counseling Association (ASCA)
Liability Insurance
801 North Fairfax Street, Suite 310
Alexandria, VA 22314
1-800-306-4722
<http://www.schoolcounselor.org>

American Professional Agency, Inc.
95 Broadway
Amityville, NY 11703
1-800-421-6694

<http://www.americanprofessional.com>

Healthcare Providers Service Organization
(HPSO)
159 E. County Line Rd.
Hatboro, PA 19040

<http://www.hpsso.com/professional-liability-insurance/student-coverage-description.jsp>

CPH & Associates
711 S. Dearborn Street, Suite 205
Chicago, IL 60605
1-800-875-1911

<http://www.cphins.com>

American Mental Health Counselors Association
801 N. Fairfax Street, Suite 304
Alexandria, VA 223

<http://www.amhca.org>

LICENSURE and CERTIFICATION

LICENSED PROFESSIONAL COUNSELOR with MENTAL HEALTH SERVICE PROVIDER DESIGNATION (LPC/ MHSP)

Students who complete the 61-hour program in Clinical Mental Health Counseling will have met the educational requirements for licensure as professional counselors with mental health service provider designation (LPC/MHSP), the highest level of licensure for counselors in the state of Tennessee. Once students obtain the requisite amount of post-degree supervised experience and pass the National Counselor Exam (NCE), National Clinical Mental Health Counseling Examination (NCMHCE), and Tennessee jurisprudence (i.e., law and ethics) exam, they will obtain their license. This also requires a minimum of two years of supervised post-degree work.

For further information pertaining to licensure as a professional counselor, students may visit the Board of Professional Counselors website at: <https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board/pcmft-board/licensure.html>

SCHOOL COUNSELING LICENSURE

Students who wish to obtain employment after graduation as a school counselor in Tennessee must be licensed to do so by the State Department of Education (SDE). Students seeking this Tennessee School Counseling licensure must meet the following requirements in addition to the program of studies at MTSU:

- request and obtain recommendation from a committee of faculty (Completion of the program is not a guarantee of the recommendation for licensure);
- take and pass the PRAXIS II—Instructional Support Personnel, Professional School Counselor with a minimum passing score specified by the Tennessee Board of Education during their last year of the program; <http://www.ets.org/praxis/tn/requirements>.

- complete an application, which may be done with the assistance of the [MTSU Office of Teacher Licensure](#) (COE 214; 615-904-8001) no sooner than one week after graduation from the program.

I. SCHOOL COUNSELING JOB-EMBEDDED (formerly Transitional) LICENSE

Due to a high level of demand for school counselors in Tennessee, a Job-Embedded Practitioner License has been created that allows certain persons to be hired to work as school counselors while they are completing internship requirements for the regular school counseling license if offered a job by a superintendent. An official letter from a school system stating the school and position for which the candidate is being hired should be sent to the MTSU Office of College of Education Office of Teacher Licensure and Professional Laboratory Experiences.

The following guidelines are in effect in the Tennessee Licensure Standards: Professional School Counselor Pre-K through 12 (starting on page 9):
(<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/5000/5.502%20Educator%20Licensure%20Policy%207-27-18.pdf>)

II. SCHOOL COUNSELORS WITH A LIMITED ENDORSEMENT

A school counselor from Tennessee or from another state who is licensed and endorsed at the graduate level in school counseling in PreK-8 or 7-12 may be granted the current PreK-12 license by the Tennessee Department of Education if that candidate has at least one year of documented successful school counseling experience at the grade levels not covered by the existing endorsement and has a positive recommendation by the school system. No additional coursework is required.

A counselor who does not have the experience noted above and would like to obtain PreK-12 license through the MTSU Professional Counseling program should contact Dr. Ginny Dansby for a transcript analysis. He/she would then apply for admission to the Counseling Program under the "Addition of School Counseling Classes to Previous Master's" category. This student would need to go through the same admissions process, and meet the same admissions criteria as degree-seeking students. If, after participation in the group interview, the student is given permission to take classes in the School Counseling concentration, he/she will be required to complete the following:

- 1. Take either (whichever is lacking on transcript)**

	<u>Credits</u>
COUN 6920 Internship: Secondary School Counseling	3
Or	
COUN 6930 Internship: Elementary School Counseling	3
- 2. AND take one (1) other course as determined by faculty through transcript evaluation**

3
TOTAL 6 hours
- 3. Take and pass the PRAXIS - Instructional Support Personnel, Professional School Counselor with – currently - a minimum score of 156.**

III. SCHOOL COUNSELING STUDENTS IN THE FINAL YEAR OF THE MASTER'S PROGRAM

MTSU School Counseling graduate students who are in the last year of training and can complete both the elementary and the secondary internships within a year may be eligible for employment as a school counselor. These students should contact Dr. Dansby if they have a school counseling job offer for a Job-Embedded Practitioner License position, and the school system must send an Intent-to-Hire notification to Dr. Dansby.

IV. GRADUATES OF a COMMUNITY/AGENCY (or closely related) COUNSELING MASTER'S PROGRAM

Candidates holding a graduate degree in community/agency counseling or other closely-related field who wish to enroll at MTSU to work under a Job-Embedded Practitioner License should contact Dr. Dansby for a transcript analysis. These individuals must have completed at least 24 appropriate core hours and should apply for admission to the Counseling Program under the "School Counseling License Track: Adding to Previous Master's" category. They must go through the same admissions process and meet the same admissions criteria as degree-seeking students. See details in Section V. Admissions, Non-Degree-Seeking Students above.

ENDORSEMENT POLICY

The MTSU Professional Counseling program, School Counseling concentration (Pre-K-12) has been approved by the Tennessee State Department of Education (SDE) for training. MTSU faculty members have the option to recommend or not recommend graduates for licensure by the SDE as school counselors.

In accordance with section F.1.h. of the ACA Code of Ethics, faculty does not endorse students for certification, licensure, or employment when the faculty believes students are not qualified for the endorsement. The faculty also takes reasonable steps to assist students who are not qualified for endorsement to become qualified.

WRITTEN ENDORSEMENT POLICY

When Professional Counseling faculty members write letters of recommendation or complete recommendation forms in support of students' applications for licensure and/or employment as a school counselor or professional counselor, the following factors will be taken into consideration:

- a. Successful completion of all program requirements for the Master of Education degree in Professional Counseling or, in the case of non-degree seeking students who are taking additional courses beyond a previously issued master's degree for purposes of becoming licensed as school counselors, successful completion of all requirements as specified by the Professional Counseling faculty. In the case of school counseling students who are applying for a Job-Embedded Practitioner License in order to be employed in a school counselor role during their internship year, Professional Counseling faculty will take into consideration successful completion of all program requirements up to that point in their degree program.

- b. Ratings in the “Acceptable” or “Target” ranges in all areas of the Professional Counselor Candidate Dispositions rubric (i.e., Collaborative, Ethical, Professional, Reflective, Self-Directed, and Critical Thinking) assigned by the Professional Counseling faculty.
- c. Extraneous variables/characteristics which may be unique to the student for whom recommendations are being written (e.g., unique traits and/or experiences).

NATIONAL CERTIFIED COUNSELOR (NCC)

Many students choose to become National Certified Counselors (NCC), a credential that can be obtained through the [National Board for Certified Counselors](#) (NBCC), to inform the public of their level of professional development. Although the NCC credential is not required for practice as a clinical mental health or school counselor in Tennessee and is not a substitute for the legislated state credentials those who hold the credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors for counselors. Passing the NCE (National Counselor Examination) is required to be licensed as a professional counselor in Tennessee. In the event students, following graduation, are considering moving to another state that requires the NCE for licensure, it would be advantageous for them to take the test while they are still in graduate school. Some states may also require a passing score on the NCE to become licensed as a school counselor, as well, but not Tennessee.

The Graduate Student Application for the NCC Credential (GSA-NCC) is available to students currently enrolled in CACREP-accredited counseling programs. Students who pass the NCE and submit all required documentation are eligible for the NCC following graduation. **The two-year post-master's degree experience requirement is waived for graduates of CACREP-accredited programs.**

The following are some advantages of the GSA-NCC:

1. Students can apply for the National Certified Counselor (NCC) credential while in graduate school.
2. Students may take the NCE prior to graduation if they are in the final academic year of their Master's degree program.
3. Students have lower fees than non-GSA-NCC applicants applying for the National Certified Counselor (NCC) credential.
4. The 3,000 hours of post-Master's experience required for the NCC credential is waived, so students could be nationally certified immediately following graduation.

Students may be able to use their NCE score to fulfill the exam requirement for licensure in states that accept the NCE for licensure as a school counselor. Although the NCE is not required for licensure as a school counselor in Tennessee, it is required for licensure as a professional counselor (LPC). Contact the NBCC campus coordinator, Dr. Robin Lee (Robin.Lee@mtsu.edu) for information pertaining to the GSA-NCC. Additional information about the NCE is available at www.nbcc.org.

XVI. PROFESSIONAL ORGANIZATIONS

Students are encouraged to become involved in professional national, state, and regional counseling organizations while working on their master's degree. Professional Counseling faculty has information

and application forms for various professional organizations. Faculty can sign applications so that students may qualify for reduced student rates.

American Counseling Association
www.counseling.org

American Mental Health Counselors Association
www.amhca.org

Tennessee Licensed Professional Counselors Association
www.tlpca.net

Tennessee Mental Health Counselors Assoc.
<https://www.tcacounselors.org/tmhca>

American School Counseling Association
www.schoolcounselor.org

Tennessee Counseling Association
<https://www.tcacounselors.org/>

Tennessee School Counseling Association
<http://tnschoolcounselor.org/>

Middle Tennessee Counseling Association
<https://www.tcacounselors.org/mtca>

XVII. OFFICIAL COMMUNICATION

Professional Counseling faculty will use students' MTSU email addresses for notifications and official communication. Students may forward MTSU e-mail to their personal e-mail accounts by selecting the "Forward mail" feature via their MT Mail account.

Students are expected to join the Professional Counseling program's listserv (i.e., mailing list). Professional Counseling faculty send important notices to students via the listserv (e.g., dates for comprehensive examinations, job notices, meeting dates for activities). Anyone may subscribe to the listserv by sending an e-mail to listserv@lists.mtsu.edu and typing the following in the body of the e-mail:

Subscribe MTSUCounseling

Students will subsequently receive an e-mail asking them to confirm their request to join the listserv.

XVIII. PROGRAM FORMS (Next section)

PROFESSIONAL COUNSELING PROGRAM STUDENT DISPOSITION DEFICIENCY NOTICE



Course enrolled: Date:

This form is applicable to students who are completing the M.Ed. program in Clinical Mental Health Counseling or School Counseling or license-only School Counseling students concerning their retention in the program in the Womack Educational Leadership Department at Middle Tennessee State University. Any instructor of a course required to meet the approved program may file a Professional Counseling Program Student Disposition Deficiency Notice if a student's suitability to enter or continue in the program is questioned.

This form will be used in such instances as when there is a question regarding the student's ability to perform or exhibit the professional competencies, ethical conduct, professional attitudes and behaviors, and/or essential mental or physical functions in the program as specified in the Professional Counseling dispositions. Copies of this form signed by the instructor and preferably by the student must be submitted to the Professional Counseling program coordinator.

Student's Name

Student ID Number

Program Program Advisor Please state the nature of the deficiency(ies). Provide specific examples that will support this evaluation.

Signature, Faculty Member Date

Signature, Student Date

The student's signature indicates only that the student has read the report, not that the student agrees with it.) The student will be provided the opportunity to give a written or oral response to the faculty. The faculty will consider the student's response before finalizing recommendations. The coordinator or designee may meet with the student again to share possible recommendations or remediations and to provide the student with information on her/his rights.

Copies go to: Professional Counseling Program Coordinator, Faculty Member, Womack Educational Leadership Department Chair, Dean of College of Education and Behavioral Science, and Student.

Name: MTSU ID # M

Current Mailing Address: _

City, State, Zip:

MTSU Email Address:

Minor: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (If applicable)

I understand that if human or animal subjects are involved in my research (including thesis research), it is my responsibility to file a research protocol application with the Institutional Review Board (Sam H. Ingram Building, 011B) before I begin collecting data. Failure to secure this permission prior to conducting my data collection using human or animal subjects will negate the use of that data for any academic purpose including thesis.

Signature of Student Date

Part II – Signatures and Approvals

All signatures in this area are required for approval of Degree Plan

I certify that the following program, when successfully completed, meets all coursework requirements for this degree.

Graduate Advisor Name (Print) Signature Date

College of Graduate Studies Approval Date

Minor Advisor

Graduate Minor Advisor Name (Print) Signature Date

Part III – Course Information, Next Page

A Tennessee Board of Regents Institution

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.

Name: MTSU ID # M_

Part III – Course Information

List ONLY graduate-level courses to be counted toward the degree. Include those completed as well as those still to be taken to fulfill degree requirements.

				Transfer Credit	
Course ID	Course Title	Cr Hrs	Grade	Course ID	Institution
Prerequisites					
PSY 3230	Abnormal Psychology	3			
Degree Program					
COUN 5655	Foundations of Clinical Mental Health	3			
COUN 6110	Introduction to Professional Counseling	3			
COUN 6150	Career Counseling	3			
COUN 6170	Group Counseling	3			
COUN 6180	Lab: Group Counseling & Psychotherapy	1			
COUN 6210	Multicultural Counseling	3			
COUN 6230	Legal & Ethical Issues in Counseling	3			
COUN 6260	Pre-Practicum in Counseling	3			
COUN 6270	Practicum: Counseling	3			
COUN 6410	Development Across the Lifespan	3			
COUN 6520	Psychopharmacology	3			
COUN 6540	Internship: Clinical Mental Health Counseling	6			
COUN 6610	Introduction to Counseling Research	3			
COUN 6765	Diagnosis and Treatment Planning in Counseling	3			
COUN 6820	Couples and Family Counseling	3			
COUN 6830	Theories and Techniques of Counseling	3			
COUN 6840	Measurement and Appraisal in Counseling	3			
COUN 7520	Assessment & Treatment of Addictions	3			
COUN 6810	Adult Counseling	3			
COUN 6886	Trauma-Focused Assessment and Treatment of	3			

Department must verify that all admission conditions(s) were or were not met:

Department Admissions Conditions met? Yes No

A Tennessee Board of Regents Institution

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.

Part I – Student Information

Name: MTSU ID # M

Current Mailing Address:

City, State, Zip:

MTSU Email Address:

Minor: (if applicable)

I understand that if human or animal subjects are involved in my research (including thesis research), it is my responsibility to file a research protocol application with the Institutional Review Board (Sam H. Ingram Building, 011B) before I begin collecting data. Failure to secure this permission prior to conducting my data collection using human or animal subjects will negate the use of that data for any academic purpose including thesis.

Signature of Student Date

Part II – Signatures and Approvals

All signatures in this area are required for approval of Degree Plan

I certify that the following program, when successfully completed, meets all coursework requirements for this degree.

Graduate Advisor Name (Print) Signature Date

College of Graduate Studies Approval Date

Minor Advisor

Graduate Minor Advisor Name (Print) Signature Date

Part III – Course Information, Next Page

A Tennessee Board of Regents Institution

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Name: MTSU ID # M _____

Part III – Course Information

List ONLY graduate-level courses to be counted toward the degree. Include those completed as well as those still to be taken to fulfill degree requirements.

				Transfer Credit	
Course ID	Course Title	Cr Hrs	Grade	Course ID	Institution
Prerequisites					
SPED 3010 COUN 6120 SPED 6800	Characteristics & Teaching of Diverse Learners OR Counseling Exceptional Children OR Exceptional Children and Youth	3			
COUN 5201	Directed Public School Experience for Non-teachers (or current teacher license)	3			
Degree Program					
COUN 6110	Introduction to Professional Counseling	3			
COUN 6150	Career Counseling	3			
COUN 6160	Foundations of School Counseling	3			
COUN 6170	Group Counseling	3			
COUN 6180	Lab: Group Counseling & Psychotherapy	1			
COUN 6210	Multicultural Counseling	3			
COUN 6230	Legal & Ethical Issues in Counseling	3			
COUN 6260	Pre-Practicum in Counseling	3			
COUN 6270	Practicum: Counseling	3			
COUN 6410	Development Across the Lifespan	3			
COUN 6610	Introduction to Counseling Research	3			
COUN 6830	Theories and Techniques of Counseling	3			
COUN 6840	Measurement and Appraisal in Counseling	3			
COUN 6890	Consultation	3			
COUN 6920	Internship: Secondary School Counseling	3			
COUN 6930	Internship: Elementary School Counseling	3			
	Approved Elective	3			

Department must verify that all admission conditions(s) were or were not met:

Department Admissions Conditions met? Yes No

A Tennessee Board of Regents Institution

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GRADUATE ASSISTANTSHIP APPLICATION

Department/office of desired appointment

A graduate assistant must be enrolled in a graduate degree program, which means he or she has completed all graduate admissions procedures, has been approved unconditionally by the department and the College of Graduate Studies, and, once taking courses, is maintaining a 3.00 cumulative GPA.

A graduate assistant must be enrolled for a minimum of six (6) semester hours of graduate work each semester. (See Policy IV:07:12.)

Full legal name	Student M #	E-mail address
Home address	Address for reply	
City, state, zip	City, state, zip	Telephone no.

U.S. citizen? Yes No If not, what type U.S. Visa do you hold?

Person to be notified in case of an emergency:

Name	Relationship	Address
Telephone		City, state, zip

All colleges and universities attended and degrees received or expected:

College/University and Address	Major	Dates Attended	Degree	Date
--------------------------------	-------	----------------	--------	------

This is an application for a graduate assistantship for the term beginning

Graduate Program (e.g., department)

Check graduate degree sought:

M.A. M.A.T. M.Ed. M.F.A. M.S. M.C.J. M.B.A. M.B.E. M.P.S. M.S.T. Ed.S. Ph.D

List members of the Middle Tennessee State University faculty with whom you have consulted :

Academic honors or prizes

Extracurricular activities and accomplishments

Teaching or professional experience; give dates and nature of work

Other experience including military; give dates and nature of work

Are you currently employed by the State of Tennessee? Yes No If yes, give name and address of agency

Signature Date

File this form with the College of Graduate Studies by the deadlines of March 1 (for Fall) or October 1 (for Spring). It is the applicant's responsibility to provide the office with transcripts, test scores, reference letters.

For Department Use Only

For (term, year) _____ Degree _____

Approved Denied By _____ Date _____

Comments _____

Dean of College Date Dean of Graduate Studies Date Comments

APPLICATION for the KEITH W. CARLSON
PROFESSIONAL COUNSELING SCHOLARSHIP



Name Date _ Address _

MTSU M# Phone_

Email Address

Please check off and include the following with this application form:

1. A letter of application that includes: (1) How your own professional identity is aligned with that of a professional counselor (such as, membership in TCA and/or ACA); (2) an enumeration and explanation of the most pertinent reasons why you deserve to receive a scholarship to continue your education, including a detailed explanation of need; and (3) your statement of commitment to complete your master's degree in Professional Counseling at MTSU.

2. Your graduate transcript that shows: at least one semester successfully completed in the Professional Counseling Program at MTSU with at least a 3.0 graduate GPA.

3. Your resume'.

Submit materials to Dr. Robin Lee by email at Robin.Lee@mtsu.edu or by mail to Dr. Robin Lee, Professional Counseling Program Scholarships, Womack Educational Leadership Department, Box 91, MTSU, Murfreesboro, TN 37132.

DEADLINE TO RECEIVE ALL MATERIALS IS MARCH 1.
--

A decision will be made by the Professional Counseling Scholarship Selection Committee. The award will be given at the College of Education Awards Ceremony during the spring semester. Scholarship funds are to be used for tuition and/or books for the following fall semester.

APPLICATION for the WINKLER-SLICHER PROFESSIONAL
COUNSELING SCHOLARSHIP



Name Date _ Address

MTSU M# Phone

Email Address _

Applicants must be already accepted into or applying for admission into the Professional Counseling

Please check off and include the following with this application form:

1. A letter of application that includes: (1) An indication that your own personal and professional identity is aligned with that of a professional counselor; (2) an explanation of your prior leadership positions and current leadership potential, and an indication of experience in counseling or counseling-related activities; and (3) your statement of commitment to complete your master's degree in Professional Counseling at MTSU.
2. Your graduate and/or undergraduate transcripts that show a GPA of at least 3.5 with an excellent academic record. Application to, with acceptance in, the Professional Counseling Program is required.
3. Your resume' indicating prior leadership positions and current leadership potential and an indication of experience in counseling or counseling-related activities.

Submit materials to Dr. Robin Lee by email at Robin.Lee@mtsu.edu or by mail to Dr. Robin Lee, Professional Counseling Program Scholarships, Womack Educational Leadership Department, Box 91, MTSU, Murfreesboro, TN 37132.

DEADLINE TO RECEIVE ALL MATERIALS IS MARCH 1.

A decision will be made by the Professional Counseling Scholarship Selection Committee. The award will be given at the College of Education Awards Ceremony during the spring semester. Scholarship funds are to be used for tuition and/or books for the following fall semester.

APPLICATION for the Eleanor Francis Nelson Jordan
PROFESSIONAL COUNSELING SCHOLARSHIP



Name Date _ Address

MTSU M# Phone

Email Address_

Applicants must be already accepted into the Professional Counseling Program, School Counseling

Please check off and include the following with this application form:

1. A letter of application that includes: (1) An indication that your own personal and professional identity is aligned with that of a professional counselor; (2) an explanation of your prior leadership positions and current leadership potential, and an indication of experience in counseling or counseling-related activities; (3) a statement of need; and (4) your statement of commitment to complete your master's degree in Professional School Counseling at MTSU.

2. Your graduate and/or undergraduate transcripts that show a GPA of at least 3.0 with an excellent academic record. Application to, with acceptance in, the Professional Counseling Program. Students in the School Counseling Concentration are given priority for this scholarship.

3. Your resume' indicating prior leadership positions and current leadership potential and an indication of experience in counseling or counseling-related activities.

Submit materials to Dr. Robin Lee by email at Robin.Lee@mtsu.edu or by mail to Dr. Robin Lee, Professional Counseling Program Scholarships, Womack Educational Leadership Department, Box 91, MTSU, Murfreesboro, TN 37132.

DEADLINE TO RECEIVE ALL MATERIALS IS MARCH 1.

A decision will be made by the Professional Counseling Scholarship Selection Committee. The award will be given at the College of Education Awards Ceremony during the spring semester. Scholarship funds are to be used for tuition and/or books for the following fall semester.

PRACTICUM READINESS EVALUATION FORM



As required by the CACREP Standards MTSU Professional Counseling faculty is responsible for conducting systematic assessment of each student's demonstrated academic, professional, and personal progress throughout the program. Progression through the Professional Counseling program is not automatic. Submitting this form initiates your required mid-program assessment for readiness to enter Practicum and gives you an opportunity to provide information about yourself.

You will not be given a POD to register for COUN 6270 (Practicum) until you have submitted this form and are subsequently advised by faculty that your current program progress is acceptable. Return completed form to Dr. Michelle Stevens by the deadline of March 1st for fall enrollment in Practicum or October 1st for spring enrollment in Practicum.

NAME DATE

CURRENT MAILING ADDRESS

EMAIL PHONE(S)

SEMESTER FOR WHICH YOU ARE REQUESTING ENROLLMENT in PRACTICUM

Please self-evaluate and list below evidence that indicates that you have made progress in all three areas.

ACADEMIC PERFORMANCE (e.g., GPA, scholarships, awards for scholarship, research, etc.)

PROFESSIONAL DEVELOPMENT (e.g., attendance at professional meetings, membership in professional organizations, professional readings, assuming a more professional role, etc.)

PERSONAL DEVELOPMENT (e.g., In what ways do you feel you have grown and matured as a person since entering the Professional Counseling Program?)

PRACTICUM COMMITMENT

The Counseling Practicum is a 100-hour field placement (40 direct hours; 60 indirect hours). The direct hours will consist of individual and group counseling activities. The indirect hours (practicum development) will consist of hours spent at the Center learning about the clinical environment, participating in trainings, reviewing your classmates' sessions, and completing clinical documents. During your practicum experience, you will be assigned a maximum of five (5) clients at the Center as well as providing group hours at a designated site throughout the semester. As for the hours per week required, you will be expected to report to the Center for ONE clinical, ONE administrative, and ONE practicum development shift. You will be required to report to the center for a total of 10 hours per week. The breakdown of those requirements are:

- 3 consecutive hours fulfilling front desk and center needs
- 3 consecutive hours providing direct service hours
- 4 consecutive hours completing practicum development hours

The Center will be open Monday, Tuesday, and Thursday from 12 to 8 pm (an additional administrative shift will occur on Mondays from 9 am to 12 pm). You will be assigned clients during your selected clinical shift times. In addition to serving clients from 6:00 - 8:00 pm on Mondays (during class), you will be required to report to the Center for administrative, clinical, and practicum development shifts on either Monday, Tuesday, or Thursday.

I will schedule at least 4 hours per week to provide counseling services to CCPS as part of my practicum commitment. (Please initial to indicate your understanding and agreement to this commitment.) _____

Please describe how you plan to fulfill the above described commitment.

PRE-REQUISITE COURSES	SEMESTER COMPLETED	GRADE
COUN 6830 - Theories and Techniques of Counseling		_____
COUN 6230 - Legal and Ethical Issues in Counseling	_____	_____
COUN 6260 - Pre-Practicum in Counseling	_____	_____
COUN 6170 - Group Counseling and Psychotherapy	_____	_____
COUN 6180 - Laboratories in Group Counseling & Psychotherapy		_____

Professional Counselor Applicant Training Commitment Form

MTSU Professional Counseling faculty



(To be read and signed - if agreed to - by individuals who have been invited to applicant interviews)

We (Professional Counseling faculty) are delighted that you are interviewing with us for possible admission into the counseling program! We would like to inform you of principles and procedures to which we adhere and operate for your consideration:

1. We train our students to abide by the current Code of Ethics of the American Counseling Association (ACA). The following comes from the ACA Code of Ethics Preamble (2014) and specifies the type of commitment that we are looking for in people who apply to and are admitted into our program:

“Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

- a. enhancing human development throughout the life span;
- b. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
- c. promoting social justice;
- d. safeguarding the integrity of the counselor–client relationship; and
- e. practicing in a competent and ethical manner.”

In addition, prospective students are asked to commit to fulfilling this part of the Code:

“A.4.b. Personal Values. Counselors are aware of – and avoid imposing – their own values, attitudes, beliefs, and behaviors [onto clients]. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.”

2. We continuously evaluate students throughout the course of their programs to ensure they are abiding by the ACA Code of Ethics and enacting professional dispositions (i.e., are collaborative, ethical, professional, reflective, self-directed & critical thinkers). This is a requirement of our accreditation organization (Council for Accreditation of Counseling & Related Educational Programs or CACREP). In some cases, students who are not enacting one or more dispositions are placed on a remediation plan to address their deficiencies. In rare cases, students who fail to enact one or more dispositions at an acceptable level are dismissed from the program.

Please ask the faculty member if you have any questions about what you read or related information that you may have reviewed in the Professional Counseling Handbook.

I have read and understood the information above and, if relevant, have had my questions answered pertaining to these matters by a faculty member. Should I be admitted into the Professional Counseling program, I agree to adhere to the most recent version of the Code of Ethics of the American Counseling Association and enact professional dispositions that are expected of a professional counseling student.

Signed _____ Date _____

Print name

Submit to: College of Graduate Studies, Box 42, Middle Tennessee State University Murfreesboro, TN 37132

Supplemental Professional Counseling Program Application



To which concentration are you applying?

Clinical Mental Health Counseling School Counseling Addition of Classes to Previous
Master's
for Certification or Licensure

Applicant's Name: _____ Preferred Name: _____

MTSU M# (if known): Date of Application: Application Term:

Email: Telephone #:

Current Address:

City: State Zip code

Permanent Address:

City: State Zip code

Education:

Institution	Major	Degree	GPA	Date of Graduation

GRE OR MAT SCORE:

Date taken: _____ GRE verbal score only: _____ MAT score: _____

*****IF YOU ARE INTERESTED IN APPLYING FOR A POSITION AS A GRADUATE ASSISTANT, THE DEADLINES ARE MARCH 1 (for Fall) AND OCTOBER 1 (for Spring). See application on the College of Graduate Studies website or in this Handbook Appendix*****

Have you ever been convicted of a misdemeanor or felony?

If yes, please explain:

Yes No

Do you have a misdemeanor or felony charge pending?

If yes, please explain:

How did you hear about our Program? _____

Technological Competence and Computer Literacy Questionnaire (please answer "yes" or "no" to the questions below):	Yes	No
1. Do you know how to use a word processing program such as Microsoft Word or Word Perfect?		
If you answered "yes" to question #1, could you do any of the following without seeking help from another person?		
a. type a letter or document?		
b. "cut" a paragraph of text and "paste" it into a different part of the letter/document?		
c. insert, say, a 3 column, 4 row table into the letter/document?		

d. change the font and font size that are used in the letter/document?		
e. insert page numbers into the letter/document?		
f. name and save the letter/document file into a particular folder on your computer?		
2. Do you know how to search for files on a computer?		
3. Do you know how to connect to the internet?		
4. Do you know how to enter an address into the search box of a browser in order to visit a desired web site?		
5. Do you know how to use a search engine such as Google or Yahoo to search for information on the internet?		
6. Do you have experience using a learning management system such as Desire2Learn (D2L), Blackboard/WebCT, or eCollege as part of an online or hybrid/web-assisted class?		
7. Do you possess other technology skills? If so, please elaborate:		
8. Do you know how to text on a Smart phone?		

NOTE: For assistance in achieving basic computer literacy, please contact MTSU College of Continuing Education and Distance Learning at 615-898-2462.

Application Essay:

It is important that prospective students have given proper consideration as to why they want to obtain a master's degree in counseling. The Professional Counseling faculty is particularly interested in knowing why you want to become a clinical mental health counselor or school counselor. In addition, given that it is important for students in a helping profession to be open to self-examination and personal and professional self-development, provide examples of how you have successfully engaged in these activities in the past and/or how you would accomplish these things in the future should you be admitted into the program.

Please provide in the space below a double-spaced, typed essay (600 words or less) discussing significant milestones and events in your life that have led you to the decision to become a clinical mental health counselor or school counselor. In addition, provide information regarding your openness to self-examination and personal and professional self-development. If you need additional space, please include any additional pages.

Concentration: ____Clinical Mental Health ____School Counseling ____Adding to Previous Master's

Essay:

RECOMMENDATION FORM

for admission to the Graduate Program in Professional Counseling

Middle Tennessee State University

A. To be completed by the applicant:

Name:

Last

First

MI (Maiden)

Student ID Number _____ Phone number: (____) _____

Email Address: _____

Complete Street Address: _____

Concentration for which you are applying (Applicant: place an "X" in the box corresponding to your concentration of choice prior to sending this form to the "recommender"):

School Counseling ☐ Clinical Mental Health Counseling ☐ School Counseling License ☐
(Adding to Previous Master's)

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you may decide whether letters of recommendation written at your request are to be held confidential or whether they are to be available for your personal inspection. Check one of the following statements and place your signature in the space provided so that the recommender will be advised of your choice.

_____ Confidential file. I hereby WAIVE my rights of access to this recommendation.

_____ Open file. I do NOT waive my rights of access to this recommendation.

Applicant's Signature

Date

B. To be completed by the recommender:

1. Knowledge of the Applicant:

Approximately how long have you known this applicant? _____

How well do you feel you know this applicant? _____ Casually _____ Well _____ Very Well

What is the nature of your contact(s) with the applicant?

_____ Teacher _____ Advisor _____ Peer/Colleague _____ Employer
 _____ Other (specify _____)

. Evaluation: In comparison with other college graduates or persons in the same field with the same amount of experience and training, I rate this person as follows:

	Top 1%	Top 5%	Top 10%	Top 20%	Upper 50%	Lower 50%	Unable to rate
Breadth of general knowledge							
Intellectual powers							
Ability as a speaker/oral expression skills							
Ability as a writer/written expression skills							
Originality, intellectual creativity, imagination							
Ability to grasp new ideas							
Acceptance of responsibility							
Persistence							
Flexibility							
Ability to relate to others							
Potential as a professional counselor							

lease rate the candidate on the dimensions below using the following scale:

5	4	3	2	1	U/A
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unable to rate

_____ I believe this candidate possesses the maturity necessary to succeed in graduate school.

_____ I believe this candidate exhibits good judgment which will likely be manifested in his or her role as a counselor.

_____ The candidate functions well independently.

_____ The candidate conducts him or herself in a professional manner.

_____ The candidate's character/integrity suggests he or she would uphold the ethical standards of the counseling profession.

From what I know, I recommend the applicant for (check only one):

_____ Admission _____ Admission with reservation _____ No Admission

In addition, we would appreciate your evaluation of the applicant's outstanding strengths and weaknesses and any other comments which you feel will assist in evaluating the applicant's potential to pursue graduate study in this area.

Name of Recommender (Please print) _____

Signature _____

Title _____

Organization _____

Address _____

Phone Number () _____ Email
Address _____

Middle Tennessee State University is committed to a policy of nondiscrimination on the basis of race, color, national origin, gender, age, handicap, or veteran status.

Mail to: College of Graduate Studies, Box 42, Middle Tennessee State University, Murfreesboro, TN 37132