THE UNIVERSITY OF TENNESSEE KNOXVILLE

DEPARTMENT OF COUNSELING, HUMAN DEVELOPMENT & FAMILY SCIENCE

Ph.D. in Counselor Education Program Handbook 2024-2025

Revised July 2024

TABLE OF CONTENTS

Counselor Education Ph.D. Program, Department of Educational Psychology and Counseling, College of Education, Health, and Human Sciences, University of Tennessee

---

INTRODUCTION

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

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

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

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

Objectives for the Ph.D. Program

Our Counseling and Counselor Education programs promote optimal development and holistic wellness across the lifespan by advancing professional counseling through development of counselors and counselor educators, research, leadership, and advocacy. We strive to enhance deeply healing relationships and evidence-informed practices in ways that are community-engaged and culturally sustaining. Our PhD in Counselor Education prepares counselor educators and supervisors with strong professional

identity and skills to enrich the counseling profession through advanced practice, supervision, teaching, research, leadership, and advocacy.

Students in our PhD in Counselor Education will:
- Explore and engage in culturally sustaining, developmentally responsive, and evidence-informed counseling approaches that prepare them to educate and supervise counselors while contributing to the development of counseling theory and practice
- Promote skills of developing counselors through culturally sustaining, developmentally responsive, and ethical supervisory relationships
- Utilize culturally sustaining, developmentally responsive, and ethical teaching and evaluation methods relevant to educating counselors
- Develop scholarly writing and research skills necessary for extending the knowledge base of the counseling profession
- Engage leadership and advocacy skills for use in professional association, higher education, and community contexts
- Demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.
- Study in an inclusive, engaged learning community that maintains high standards and is comprised of peers, faculty, and community partners

Key Performance Indicators (KPIs) for the Ph.D. Program

CACREP requires that programs identify a series of KPIs and assess each student on them at least twice during their program. We have identified the following KPIs to guide your development as a counselor educator.

KPI Counselor Education Core Areas	Measurement	Timing	Benchmark
1. Conceptualize a client from a counseling theoretical orientation, including attention to cultural, developmental, and ethical considerations	1-1 Theory Case Study 1-2 Internship Theory Case Study	COUN 662 COUN 659-C	Rubric score 16+ Rubric score 16+
2. Develop supervisory relationships that promote skills and meet needs of developing counselors	2-1 Internship 1 Final Site Supervisor Evaluation 2-2 Internship 2 Final Site Supervisor Evaluation	COUN 659-S COUN 659-S	Rubric score 3+ Rubric score 3+
3. Plan, implement, and evaluate evidence-informed teaching strategies in counseling courses	3-1 Internship 1 Final Site Supervisor Evaluation 3-2 Internship 2 Final Site Supervisor Evaluation	COUN 659-T COUN 659-T	Rubric score 3+ Rubric score 3+
4. Develop manuscripts suitable for publication in peer-reviewed professional counseling journals	4-1 Dissertation Manuscript 1 (initial to committee) 4-2 Dissertation Manuscript 2 (initial to committee)	Proposal Defense	Rubric score 18+ Rubric score 18+

5.	Analyze current topical and political issues impacting the counseling profession	5-Topical & Political Issues Analysis 5-2 Consultation Regarding Topical & Political Issues	COUN 650 COUN 645	Rubric score 13+ Rubric score 13+

Each KPI has a benchmark score to indicate acceptable mastery. This score is listed in Taskstream with assignment descriptions and rubrics. If you do not reach the performance benchmark, we will help you address the area of concern.

Program consists of 73 credit hours beyond a Master's Degree

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

Program Directory

Person	Roles	MS Courses Most Often Taught	Interests
Casey Barrio Minton	Professor Department Head	Lifespan	Crisis, teaching, professional development
Jeff Cochran	Professor Field Experience Coordinator	Skills, child centered play therapy	Counseling relationships, CCPT
Jamian Coleman	Assistant Professor	Evaluation, addiction	Multicultural orientation, skill development
Joel Diambra	Associate Professor	Group, internship	Counselor and student development, supervision, group
Melinda Gibbons	Professor Academic Unit Coordinator RAMHP Coordinator	Career	Career development, first-generation college students
Hyunhee Kim	Assistant Professor	School counseling	Developmental assets, protective factors, school counseling
Jennifer Moralejo	Clinical Assistant Professor CTC Director	Internship, CMHC foundations	Crisis and trauma counseling, supervision
Jordan Westcott	Assistant Professor	Crisis, internship	LGBTQIA+, older adults, health care access

Kathi Pauling
    Administrative Specialist
    Claxton 421
    865-974-1319
    kpauling@utk.edu			

Professional Work Behaviors for Graduate School and Fieldwork
UT Counseling Program Adaptation

As healthcare and education professionals, professional counselors are held to a higher standard than the community at large. Our graduate-level program endeavors to nurture professional behaviors that directly translate into your work as professional counselors. We will be practicing these behaviors throughout our interactions so you can use them as you begin field experiences.

Research shows clear consistencies in behaviors that lead to the need for student remediation (Henderson & Dufrene, 2012). Few of these areas are specifically focused on academic success or development of concrete counseling skills. Rather, they are issues regarding professional work behavior that interfere with learning content and skills and/or implementing them in practice. Strong practices can buffer against concerns: boundary management, systems for navigating multiple tasks, maturity, receptivity to feedback, self-reflective abilities, and active management of personal difficulties and mental health concerns. Thus, we expect all students to engage in the following practices.

Overwhelmed? Start Here and Build to Practices Below

- **Monitor Counseling Programs Central** and subscribe to updates.
- **Show up prepared and take responsibility**.
- **Be on time; communicate ASAP if you are going to be late**.
- **When you are unable to meet a due date or requirement, communicate and propose an alternative.**
- **Respectfully engage all members of your cohort as you would colleagues in a professional setting, which includes being mindful of how your verbal and nonverbal behaviors may be experienced by others** (e.g., sidebar conversations, nonverbal responses to others' sharing).
- **Be attuned to and take responsibility for your mental health.** We *strongly* recommend folx studying to become counselors participate in their own counseling, which can be accessed for free at https://counselingcenter.utk.edu/ or via the list of providers in your handbook.

Active Management & Coordination
- Make a **calendar** with important tasks and deadlines. Set alerts for *approaching* deadlines. Plan ahead – don't procrastinate! And then, check your calendar regularly to see what is coming.
- **Get familiar with and follow university policies and resources** in the Graduate Catalog, in Hilltopics, and related to academic dishonesty.
- **Check and read your university email regularly** for announcements related to class and professional opportunities, as well as for essential university communication.
- **Reply promptly** to any emails requiring response. Use proper email etiquette.
- It's okay to send **a follow up email** as a *polite nudge* if the person has not replied. The length of time varies based on circumstance, but three business days for faculty and a week for professional contacts is a good guide.
- **Follow through** if you say you'll do something. Don't promise more than you can deliver, but also don't sell yourself short.

Active Engagement
- **Collaboration** is a key component of work in counseling and will play a prominent role in our

program. Respect others' opinions, fairly divide work, and mind the air space you do or do not take. We will be asking our clients to be vulnerable with us. Likewise, begin this practice by taking risks and showing vulnerability in large and small group engagements.

- You may **use technology in the classroom** [except when expressly prohibited] to take notes, refer to e-readings, look up references, and work on tasks as directed. Create a plan to **limit distractions.** Close tabs with social media, email, news, and off-task items, or install a Web Blocker (e.g. Freedom) if you struggle with self-control in this area. This is particularly important in online courses.
- Be mindful of your use of **cell phones,** mobile devices, and other distractions.
- Approach faculty members and supervisors with **solutions** instead of problems (X Problem + Y Solution. What do you think?)

Professional Presence: Engage with Peers as Colleagues

- **Support your colleagues:** take the time to listen to them, go to coffee or a happy hour with them, attend events or presentations they organize. Discuss your successes and failures. They are your support network through grad school and will be your colleagues in the field.
- Have a **positive attitude**. People will respond to your attitude. Practice being interested in other people by asking them questions about their work. Always be **courteous**.
- **Be humble**. Know what you know, but listen to learn more. We aspire that you'll leave this program with the understanding that there's lots more to learn, and that you can learn from people who aren't like you.
- If you are experiencing **problems related to your relationships** with students or faculty, please speak with the person with whom you are concerned first. Then reach out to a faculty member if you need support working together to resolve any issues.
- Remember, *nothing you post online is truly private*, and anything could be viewed by future employers. Consider the image you're cultivating before posting. On all **social media** accounts used during this program, students are expected to uphold professional standards that meet university and professional codes of conduct.

Attend to Wellness and Mental Health

- **Self-Care**: Maintain your friendships, outside hobbies and routines, and your health. Graduate school is overwhelming, and it can quickly take over your life. Your well-being still should be a priority!
- **Ask questions or seek support when you get stuck or need help.** It's better to ask early on, rather than staying stuck and not being able to continue on.

Optimize Your Experience

- **Develop a growth-mindset and cultivate humility.** Adjust your expectations and mitigate perfectionism. The best counselors are always working to refine their skills. Feedback in this program is not a personal attack or meant to be hurtful, so work to understand your reactions to feedback and cultivate a growth mindset in which you can actively receive and implement feedback in the spirit of optimal development. Regularly review instructor or supervisor feedback and use it in your future work. Likewise, take responsibility for and accept natural consequences of mistakes.
- **Embrace opportunities** for further professional development – Chi Sigma Iota, conferences, volunteering at community events, departmental events, university resources.

Prerequisite Academic Background and Experience

Individuals entering the program will have completed a master's degree in counseling or a related master's degree program which covered the eight core curricular areas required by CACREP (Section 3), one specialty area required by CACREP (e.g., clinical mental health counseling, school counseling) (Section 5), and field experiences required by CACREP (Section 4).

The eight core curricular areas include:
- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Identities and Experiences
- Lifespan Development
- Career Development
- Counseling Practice and Relationships
- Group Counseling and Group Work
- Assessment and Diagnostic Processes
- Research and Program Evaluation

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

Preference will be given to applicants with certification from the National Board of Certified Counselors (NBCC), state-licensed professional counselors (LPC), certified rehabilitation counselors (CRC), and licensed school counselors.

Admission Requirements

To be considered for acceptance, the applicant must have:
- Master's Degree in counseling or counseling-related field (e.g., Clinical Mental Health Counseling, School Counseling, Counseling Psychology, or Social Work)
- Academic aptitude for doctoral-level study as indicated by GPA, GRE, references, writing samples, and interview
- Fitness for the program and profession, including self-awareness, emotional stability, and cultural sensitivity and awareness as indicated by references and interview
- Potential for scholarship, leadership, and advocacy as indicated by references, publications, presentations, and other professional activities
- Commitment to uphold the ACA Code of Ethics (2014), including consideration of diversity, equity, and inclusion in all aspects of counselor education

Complete application packets must be received no later than November 1. Selection is made by mid-February regarding admittance for the following fall term.

Principles of Admissions Policy and Procedure

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

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

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

1. Applicants are sought from a variety of societal groups and cultures. Admissions policies and procedures are designed to foster the identification and selection of prospective students who possess the potential for successful doctoral level work in counseling.
2. Applicants are sought who have demonstrated a commitment to the professions of counseling or counseling-related fields through interest, preparation, experience, and professional leadership.
3. The staffs of cooperating professional agencies and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.
4. The Counselor Education faculty has the sole responsibility for the selection of Ph.D. students and has established admission criteria consistent with, and in excess of, those of the University of Tennessee. Core faculty members meet to review applications, determine which candidates will be invited to campus for interviews, and make final admissions decisions.
5. If applicants are accepted into the program, they must notify the Counselor Education faculty in writing of their decision to accept the offer of admission and their intent to attend full or part-time. This must be completed by the date indicated in the letter of acceptance into the program. All newly admitted students must take courses on campus the fall semester following notification of acceptance into the program.
   *If an accepted student experiences extenuating circumstances preventing them from attending for the accepted year, they may request a deferment for up to one year. Please contact the Ph.D. Program Coordinator and Graduate School to request a deferment.

Evaluation and Retention of Students

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

Professional dispositions are "the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2018). Students and faculty members are expected to behave professionally, as described in the dispositions, both within and outside the classroom. We use our professional dispositions as a focal point for identifying strengths and concerns. You can use the acronym CHORIS (pronounced 'chorus') to help you remember them. The dispositions include:

Disposition	Definition
Commitment	Demonstrates engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. Completes tasks by scheduled deadlines, meets program and site expectations, and takes initiative in program and site activities.
Humility	Demonstrates commitment to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a life-long process. Embraces an attitude of curiosity and acceptance of others' cultural beliefs, identities, and values.
Openness	Demonstrates an interest in learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.
Respect	Demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of a shared goal and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations. Communicates with colleagues and supervisors effectively and appropriately.
Integrity	Demonstrates professional behavior with others, including maturity and honesty within all professional interactions. Takes responsibility for own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. Accepts mistakes and avoids placing blame on others. Adheres to professional and ethical guidelines for the counseling profession.
Self-Awareness	Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. Implements professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

We expect students to strive for excellence in each disposition.

We believe that early, consistent, and strength-based attention to student development is essential for your success as a counselor. In addition, CACREP requires that we regularly review and document student academic performance, clinical skills, and

professional dispositions. Therefore, each fall and spring semester, the faculty meets to conduct a holistic review of student progress. This review includes attention to your performance in coursework and field experience as well as observations by faculty instructors, doctoral student supervisors, and site supervisors. Each spring semester, we document formal, written feedback in each student's Taskstream account. This process helps to ensure timely support of all students and coordinated work to help you develop into the best counselor you can be.

At times, the faculty will identify concerns related to academic performance, clinical skills, and/or dispositions that require additional attention in order to ensure success in the program and as a professional counseling. This identification may take place as part of regularly-scheduled student review and retention meetings or may begin with an individual instructor or advisor's observation. When the faculty is aware of concerns that may impact student success, we will take the following steps to support student progress in the program.

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

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

   The SSP process includes collaborative exploration of concerns and action steps to address the concerns. Following the meeting, faculty members will draft a document that clearly states the concern, objectives of focus (i.e., what will be happening when the concern is resolved), required and recommended activities, and plan for assessing progress. The plan will also state potential consequences should you be unable or unwilling to meet conditions of the SSP. All parties will sign the SSP. You may agree to the plan or indicate your intent to appeal the plan. Students and faculty members will continue to work together to update, amend, or discontinue SSPs as needed, providing you with written updates to ensure you understand the process including your rights and responsibilities. Although an SSP rarely feels good, we will ensure SSPs are developed in a positive, proactive

manner using strategies consistent with ACA *Code of Ethics* and best practices related to student review and retention.

3. **Insufficient Progress, Withdrawal, Advising**
   In most cases, the steps identified in the SSP are sufficient for supporting growth in the academic, clinical, and/or disposition areas of concern. However, if the student does not make progress as specified in the SSP or new concerns emerge, the faculty will explore the degree to which the student will be able to meet academic, clinical skills, and professional dispositions required by the program. If the faculty believes the student will be able to meet program expectations, the faculty may continue or enhance the SSP. If the faculty believes the student to be unable or unwilling to meet program requirements, the faculty may vote to recommend withdrawal or dismissal from the program. Recommendations for withdrawal or dismissal are forwarded to the Department Head. Consistent with ethical standards, program faculty will support the student by providing referrals for academic and career advising.

4. **Due Process Procedures**
   Unless the problem involves a major disciplinary action required by the university, all preceding steps are handled by the Counselor Education faculty. The University and program policies are written to assure your rights are respected through due process. If you wish to challenge a decision regarding retention in the program, you have the right to an appeal process as detailed in the *Graduate School Appeal Guidelines*. These procedures are accepted educational practices consistent with the ACA *Code of Ethics*, CACREP accreditation standards, and University policy.

Professional Organizations and Involvement

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

National
American Counseling Association (ACA) http://www.counseling.org/
Association for Counselor Education and Supervision (ACES)
http://www.acesonline.net/
National Board of Certified Counselors (NBCC) http://www.nbcc.org/
Chi Sigma Iota (CSI) http://csi-net.org

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

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

Tennessee Licensed Professional Counselor Association (TLPCA) http://www.tlpca.net/
Tennessee Association for Counselor Education and Supervision (TACES)
Smoky Mountain Counseling Association (SMCA)
http://www.smokymountaincounseling.org/

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

Liability Insurance

You must have liability insurance while enrolled as a doctoral student. ACA student insurance does not cover doctoral students. CACREP requires that all students (including doctoral students) have individual policies. This means that the department policy will not provide adequate liability coverage.
Therefore, you will need to purchase your own policy to cover your teaching, counseling, and supervision practica, internships, and volunteer experiences. The easiest way to purchase this is through HPSO, which has a partnership with ACA. If you are an ACA member (hopefully all of you are), you can log into your ACA account to access a coupon code and link to the policy. Three important items to note:

- Student insurance DOES NOT apply to doctoral students, so you must purchase **professional liability insurance**
- You MUST add the following to your policy as this this is not automatically included
  - **Consulting services liability endorsement** (covers teaching and supervision) – this requires a separate form:
    - https://www.hpso.com/Insurance-for-you/Individual-Practitioners/Consulting-Services-Endorsement
    - https://www.hpso.com/getmedia/b87bce41-421e-49ab-a580-76e86668c75e/Consulting-Services-Endorsement.pdf
    - The cost should be around $144

Residency

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

The doctoral program cannot be completed without meeting the residency requirement. As aforementioned, the residency requirement is two consecutive full-time semesters for the Ph.D. program. Summer term may be considered one of the two consecutive full-

time semesters. A full-time student is one who is registered for a minimum of 9 graduate credit hours; however, to meet the course requirements, students at times enroll for 9 to 15 credit hours per semester. For students with a 20 hour per week assistantship, full-time status is 6 credit hours.

University Information

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

Financial Support

The three major sources of University support are departmental graduate assistantships, university assistantships outside of the department and University fellowships. Currently, the department has assistantships available for graduate students. CE Ph.D. students have also been successful in securing University-wide fellowships, including the Katie Dean & J. Wallace, Shipley Swann, Bruce Painter & Eva Woody Seaton, and Yates Fellowships. Graduate students also find University financial support in special teaching assistantships, research assistantships, administration assistantships, residence halls assistantships, career services assistantships, scholarships, or financial aid. Information regarding some of these financial supports can be found at http://gradschool.utk.edu/ .

Additional Financial Requirements

In addition to tuition and fees, there are additional financial requirements for doctoral students.
Student Fees (as of 6/14/2022):

Item	Fee (yearly unless specified)
Costs at beginning (and some throughout) of program	
ACA*	$105 (includes liability insurance for master's level students)
TaskStream*	$50 for one year $80 for two years $103 for three years
Fingerprinting (All)**	$32.15 – one-time fee
ACES (PHD; strongly recommended)	$57 (plus ACA membership)
CSI International (strongly recommended)	$50 ($40 after first year)

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

TASKSTREAM SUBSCRIPTION

Overview

The UT Counselor Education Programs utilize Taskstream, an assessment management system, to support student progress and meet CACREP requirements for student assessment and program evaluation. Taskstream serves as a unified home for documentation regarding key performance indicators (KPIs), practicum and internship, annual student progress reviews, and a few other assessments of your progress in the program.

Students must purchase and activate Taskstream accounts at the beginning of their programs of study. Throughout the program, students will be required to upload documents to Taskstream, and the program faculty will provide feedback on progress. The following chart includes a summary of ways in which you will use Taskstream throughout your program.

PhD Counselor Education General Portfolio

Area	Explanation
KPI assignments	At the end of certain core courses, you will upload evidence of your learning to Taskstream. Faculty instructors will respond with a rubric in which they document your progress toward developing the KPI of focus.
Annual Updates/Reviews	Each year, the faculty conducts a formal review of each student's progress in academic, clinical, and CHORIS domains with special attention to KPIs. Doctoral students will initiate this review by completing annual updates within Taskstream. We will document your feedback here.
Practicum and Internship	Practicum and Internship require a great deal of documentation. All documents associated with these experiences will be housed in Taskstream. At the beginning of the semester, you will upload liability insurance, ethics pledge, and internship contracts. At midterm, you will provide a copy of your site supervisor's evaluation, and your instructor will enter your midterm evaluation. At final, you will repeat this process. You will also upload a summary of hours earned, reflections/assignments required by your instructor, and a field placement evaluation.
Dissertation	You will provide Manuscript 1 as submitted for proposal, Manuscript 2 as submitted for defense, a final copy of your dissertation, and your CV at the time of graduation

PhD Counselor Education Portfolio Examination
This Taskstream portfolio will feature course artifacts, portfolio artifacts, and application essays used as part of our portfolio-style comprehensive exams.

Activating Subscriptions

If you do not yet have a Taskstream account, there are 2 steps to setting up your account.
1. ***Purchase an account***
2. ***Associate the account with a specific program***

Step 1: Purchase Taskstream
       Go to www.taskstream.com
       Click "create/renew account" (top menu bar)
       Click "create a new Taskstream subscription"
       Select "Option 1: Credit card purchase"
       Select "college/university program that requires Taskstream"
       Select "Tennessee" "College/University" "University of Tennessee –
            Knoxville" "College of Education"   "Counselor Education"

       Choose the subscription rate that best applies to you. You will have substantial savings if you conceptualize the cost as you would a textbook and purchase to last throughout your program. If you purchase a shorter duration than you need, you will have the opportunity to renew your subscription at a later time.

       Enter requested details and proceed to payment

Step 2: Self-Enroll in Your Program(s)
       Login to your Taskstream account ([www.taskstream.com)](www.taskstream.com)
       Find the Self-Enrollment Area
       Click "Enter Code"
       Enter the code for the portfolio(s) you wish to add:
            General portfolio (course-based, field experience, reviews)   PhDGeneral
            Comprehensive exam portfolio   PhDComps
       Click the enroll button

Using Taskstream

You should be aware of three primary terms when using Taskstream
- **Author** – this is Taskstream for Student. This is YOU
- **Evaluator** – this is Taskstream for faculty member or rater
- **DRF** – this stands for Directed Response Folio. This is the area template you will use to submit your work. It has placeholders for nearly all program requirements.

You can use the Taskstream **Quick-Start Guide for Authors** and **Author FAQs** to learn how to upload your work and view feedback within Taskstream.

VALT (Video-Audio Learning Tool) Engagement

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

Recording & Encryption Policy

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

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

- Confidentiality defines "the property that data or information is not made available or disclosed to unauthorized persons or processes" (HIPAA, 2013, § 164.304, p. 1027).
    - o Students will maintain client confidentiality by only making recordings available or disclose recordings to authorized persons.
    - o Students will use recording devices with enabled password protection.

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

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

CANVAS (Counseling Programs Central)

As you begin your study, we will invite you to participate in a Canvas "course" called Counseling Programs Central. This is your one-stop shop for all communications, forms, and resources needed to navigate the program as a whole. It will provide an archive for you to easily find handbooks and instructions that reach across courses. This will also be important for your time with the Counselor Training Clinic. You will need to set up your Canvas account to email you immediately when announcements or events are added to the Canvas and to ensure events from the Canvas site automatically populate onto your Canvas calendar. You are responsible for monitoring this site and ensuring you remain up to date regarding deadlines and events.

COUNSELOR TRAINING CLINIC

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

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

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

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

ADDITIONAL PROGRAM REQUIREMENTS

Criminal Background Check

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

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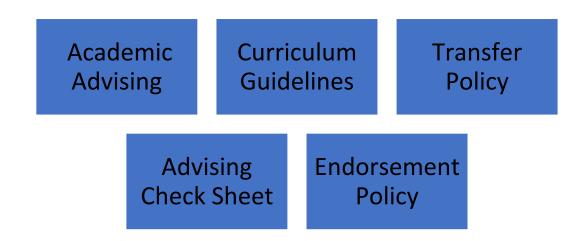
Child Protection Training

In addition, the university requires all individuals who have contact with minors to complete an online child protection training. Program coordinators send instructions to incoming students several months prior to arrival on campus. See **Appendix G** for instructions.

Drug Screening

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

PLAN OF STUDY

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

Academic Advising	Curriculum Guidelines	Transfer Policy

Advising Check Sheet	Endorsement Policy

Academic Advising

Upon admission to the program, students will be assigned to an academic advisor to assist in course selection during their first few semesters. When students enter the program, the advisor discusses their current credentials, the program of study, and other professional activities (e.g., practicum, internships, counseling experiences) that prepare students for the credentials sought. See Fall 2024 Curriculum Guideline Form in **Appendix A**. If students have not yet met the requirements for certification or licensure, they will develop a plan.

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

All CE doctoral students are involved in two seminars: COUN 645 Foundations in counselor Education and Supervision (3 credit hours), and COUN 650 Foundations of Counselor Education (3 credit hours). These seminar courses orient students to the profession and provide an introduction to doctoral education in the department, college, and university. Students also complete a required professional development series during their first fall semester.

Transfer Policy

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

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

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

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

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

Transcript Evaluation Process

Incoming students will meet with their assigned advisor to evaluate the student's graduate transcript(s) and to complete the Fall 2023 Curriculum Guideline Form (**Appendix A**). If a student wishes to appeal the decision made by the faculty during the initial review, he or she may do so using The Course Petition Form (**Appendix B**).

Curriculum Plan

Students use the Fall 2024 Curriculum Guideline Form (**Appendix A**) to document and track their progress through the program, including transferred courses and courses taken at the University of Tennessee. Prior to meeting for advising, students update their Curriculum Plan and send an electronic attachment via email to their advisor.

Course Schedule

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

Graduate Certificates

The college offers certificates of study on several topics. Successfully completing certification requirements for a topic indicates the student has developed additional qualifications and skill sets for that topic. A certificate helps students develop an area of expertise and may enhance students' employability**. Certificate completion requires that students take the required courses and complete an additional three hours beyond their degree requirements.**

Endorsement Policy for Counselor Education Students and Graduates

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

INTERNSHIPS

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

All students are required to participate in an assessment of counseling skills to ensure preparedness for the doctoral counseling internship. This assessment occurs during your first fall semester in COUN 662 (Advanced Theories). All students maintain a small client caseload from the CTC as part of this course and share recordings for assessment purposes with the course instructor. Students needing additional skill preparation will be identified during the course. All pre-internship students must complete a background check and Child Protection Training (See **Appendix G**).

In accordance with guidelines provided by CACREP, the internship is a minimum 600 clock hours in supervised clinical, teaching, leadership and advocacy, and supervision settings. For students with limited clinical, teaching, leadership, and supervision experience, internship hours may be dispersed. Depending on previous experiences and skill sets, students may conduct internships with varying hours, although a minimum of 200 hours of teaching and supervision each are required; students must also complete an additional 100 hours of clinical internship. The final 100 hours can be completed in the student's area of choice.
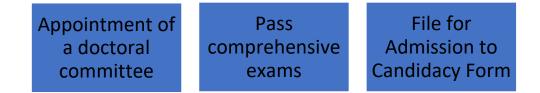
Each required internship component (i.e., clinical, teaching, leadership, and supervision) may be completed in one setting, but students typically desire to conduct experiences in two or more settings. A student's internship experiences should be

compatible with the student's future goals and be selected in consultation with the student's advisor and the program's Academic Unit Coordinator.

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

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

ADMISSION TO CANDIDACY

Appointment of a doctoral committee	Pass comprehensive exams	File for Admission to Candidacy Form

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

The following sections explain these steps in detail.

Doctoral Committee
Full-time students should preferably choose the doctoral committee Chair prior to successful completion of comprehensive exams. At this time, the Chair assumes responsibility for serving as Academic Advisor. With guidance from the Chair, the student then identifies, solicits and secures committee members in order to facilitate their research interests and vocational goals. See the Graduate School website for committee requirements.

Research Competency

A primary goal of doctoral study is to develop knowledge and skills necessary for generating knowledge that can inform professional counseling practice. The dissertation is the formal research project initiated and conducted independently by each student (refer to Doctoral Dissertation section later in this handbook). Successful completion of dissertation meets the minimum research competency required for graduation; however, students are <u>strongly encouraged</u> to participate in additional research projects while in the doctoral program. These projects are essential for developing identity as a scholar while also creating a foundation for success in the academic job search. There are different ways to become involved with research groups:

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

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

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

Funding for Research-related Activities

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

Expedited and Full IRB Review

Permission must be granted by the University before research can be undertaken. Permission is sought by completing and submitting the Application online, http://irb.utk.edu/. A number of helpful documents are provided online. Visit this site and examine the resources when completing these documents.

Comprehensive Examination

Each student must complete a written portfolio-style comprehensive examination prior to admission to candidacy for the doctoral degree. The portfolio assesses knowledge and skills in the five CACREP core areas (counseling, supervision, teaching, research, and leadership and advocacy). Passing the comprehensive exam is one of several

prerequisites to initiating dissertation coursework. The portfolio and exam are typically due the spring semester of student's second year in the program.

Students who have completed the doctoral CE core and major research courses (with the exception of internship hours), and have an accumulative minimum GPA of 3.5 are eligible to take the comprehensive examination. Students must inform their advisor of their intent to take the examination by the middle of the previous semester.

The portfolio consists of five sections that mirror the CACREP core areas; Taskstream includes instructions for uploading three types of artifacts to each sub-section:
- Course artifacts – designated assignments and KPI indicators already evaluated
- Portfolio artifacts – philosophy or approach statement; summary of skills, experiences, and development to date; and synthesis statement
- Application essay – brief case applications on prompts provided by the program focused on applying their theoretical frameworks to practice. Students will have 1 week to complete responses and insert them into their portfolio. Students then submit their entire portfolio to their committee and engage in an oral exam after review.

The examination is written and evaluated by CE faculty including the chair, a second committee member, and a core faculty member who is not serving on the committee. Students may receive a high pass, pass, conditional pass, or fail as determined by the rubric associated with each portfolio section. If a student fails any exam question, CE faculty will form a committee to create a formal remediation plan. Remediation must be completed before the student can retake the failed areas and the retake date must be approved by the committee. Students who have not passed all five sections after the second attempt will be dismissed from the program.

> The Counselor Education Program requires a 24 semester hour dissertation

---

DOCTORAL DISSERTATION

Each student is required to complete a doctoral dissertation that fulfills the requirements and procedures set by the University of Tennessee in the *Graduate Catalog*, current edition http://catalog.utk.edu/. The semester before students begin their dissertation work, they should enroll in COUN 610: *Planning for Dissertation.* A minimum of 24 semester hours of COUN 600 is required for the dissertation to be approved. Once a student registers for COUN 600, they must register continuously, including Summer Semesters for COUN 600 (minimum of 3 hours each semester). See the Graduate Catalog for more information about continuous registration.

Dissertation Proposal Guidelines
A doctoral candidate, working with the doctoral committee Chair, develops a proposed dissertation topic. A written proposal is then prepared by the student for submission to

the full doctoral committee. The proposal consists of a completed Manuscript 1, which is a comprehensive literature review related to the research topic and a partial Manuscript 2 – intro and methodology, including all study protocols. After your successful proposal defense, you should edit and submit your Manuscript 1 for publication consideration.

The committee must receive the proposal one (1) full week prior to the proposal and two (2) full weeks prior to the defense. A committee meeting or proposal defense is held to review the study (student makes formal presentation), review the written proposal, discuss the merits of the proposed research, and make revisions. When the committee members are satisfied with the proposed study, all committee members sign an approval form attached to the final prospectus copy. Dissertation chairs also complete the *IThenticate Policy for Dissertations* **(Appendix D)** which requires a review for plagiarism.

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

Dissertation Defense Guidelines

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

The final dissertation defense must be scheduled by filing a *Scheduling Defense of Dissertation Form* with the Registrar's Office at least one week prior to defense date https://gradschool.utk.edu/academics/graduation/theses-and-dissertations/

A Report of Final Exam/Defense of Thesis or Dissertation Form must be filed with the Registrar's Office. In addition, the doctoral committee Chair must document compliance with *IThenticate* plagiarism review and certify acceptance of final revisions of the dissertation document. Once the final document is approved, the student will upload to Taskstream and route for university approvals.

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

Dissertation Details

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

Manuscript 1:
- Integrated and thorough review of the literature on your dissertation topic, typically in the form of a systematic or scoping review.
- Steps include
  - Define topic(s)
  - Create research question (what do you want to know from this lit review)
  - Create purpose statement
  - Identify keywords
  - Search – consider focus, comprehensiveness, relationship to research question
  - Read and annotate
  - Identify themes (chronological, within constructs, across constructs)
  - Highlight what is known and gaps in the literature
  - Conclude with implications for research and practice

Manuscript 2: (see JARS, APA Manual, for details)
- Original research study
- Introduction and brief literature review
  - Introduction of topics
  - Brief overview of constructs
  - Key study review
  - Statement of problem
  - Purpose of study
  - Research questions
- Method
  - Research questions
  - Participants
  - Instrumentation

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

PhD KPI 4-1: Manuscript 1

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Score/Level
Introduction	Introduction includes significant concerns in one or more areas: (a) clearly situates construct(s) explored, (b) presents clear purpose in context of prior literature, (3) relevant RQ or problem statement clearly emerging from literature base	Introduction includes minor concerns related to: (a) clearly situates construct(s) explored, (b) presents clear purpose in context of prior literature, (3) relevant RQ or problem statement clearly emerging from literature base	Introduction clearly situates construct(s) explored, presents clear purpose in context of prior literature, and relevant RQ or problem statement clearly emerging from literature base.	Introduction includes concise yet deep situation of construct(s) explored, compelling purpose in context of prior literature, and strong RQ or problem statement clearly emerging from literature base.	
Search Strategy and Scope of Review	Significant concerns regarding literature search strategy and/or scope of review. Search strategy is not consistent with best practice.	Minor concerns regarding literature search strategy and/or scope of review. Search may be unclear, not systematic, or not replicable	Literature search strategy and scope of review are clear and relevant. Search is systematic and easily replicable.	Literature search strategy and scope of review are sophisticated and transparent. Search is systematic and easily replicable.	
Theme Identification or Presentation of Findings	Significant concerns regarding integration of themes and findings. Themes may be weak, unclear, underdeveloped, or not presented in a systematic manner. There may be limited	Minor concerns that themes may at times be unclear, underdeveloped, or not presented in a systematic manner. At times there may be limited use of original sources and empirical	Clearly identified themes or findings are presented in an intentional manner. With a few exceptions, findings are comprehensive, thoughtful, and systematic. Good use of original sources and	Clearly identified themes or findings are presented in a comprehensive, thoughtful, and systematic manner. Exceptional use of original sources and empirical studies to support	

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	use of original sources and empirical studies to support claims throughout manuscript.	studies to support claims.	empirical studies are used to support claims throughout manuscript.	claims throughout manuscript.	
Discussion	Significant concerns regarding integration and synthesis of ideas. Struggles to clearly articulate important findings, contextualize with prior literature, offer new perspectives, and/or identify methodological limitations.	Minor concerns regarding integration and synthesis of ideas. At times may struggle to clearly articulate important findings, contextualize with prior literature, offer new perspectives, and/or identify methodological limitations.	Good integration and synthesis of ideas. Author clearly articulates important findings, contextualizes with prior literature, and offers some new perspectives on topic, and identifies methodological limitations	Strong integration and synthesis of ideas. Author articulates important findings in deep and nuanced ways, contextualizes with prior literature, and offers new perspectives on topic. Strong attention to method limitations.	
Implications	Significant concerns regarding implications for research. Implications may not be helpful, clear, and extend naturally from findings. Implications may have potential for harm.	Minor concerns regarding implications for research. At times may not be helpful, clear, and extend naturally from findings. Implications may have limited new contribution.	Implications for research and practice are helpful, clear, and extend naturally from findings. Implications are clear with some new contribution.	Implications for research and practice are compelling and extend naturally from findings. Implications are nuanced and novel.	
Writing & APA Style	Significant difficulty in quality of writing and/or APA style. Reviewers have concerns with vocabulary, standard writing conventions, organization, and/or APA style. Overall style is not consistent with published material.	Some difficulty in quality of writing and/or APA style. Reviewers note minor concerns with vocabulary, standard writing conventions, organization, and/or APA style. Overall style is mostly consistent with published material.	Appropriate strength of writing and APA style. Although reviewers note occasional opportunities to improve vocabulary, standard writing conventions, organization, and/or APA style, concerns are minor and do not	Exceptional strength in writing and APA style. Excels in vocabulary, standard writing conventions, organization, and APA style. Overall style is highly consistent with published material.	

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Score/Level
			interfere with understanding. Overall style is consistent with published material.		
Overall Significance	Does not add to current literature on topic in a manner that has potential to make a meaningful impact on counseling research and practice.	Somewhat limited potential to make a meaningful impact on counseling research and practice.	Potential to make a meaningful impact on counseling research and practice.	Strong potential to make a meaningful impact on counseling research and practice.	

Benchmark: 16+

Dissertation Manuscript 2 Rubric

PhD KPI 4-2: Manuscript 2

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Score/Level
Introduction	Significant concerns in one or more areas: (a) clearly situates construct(s) explored, (b) presents clear purpose in context of prior literature, (3) relevant RQ or problem statement clearly emerging from literature base	Minor concerns related to: (a) clearly situates construct(s) explored, (b) presents clear purpose in context of prior literature, (3) relevant RQ or problem statement clearly emerging from literature base	Clearly situates construct(s) explored, presents clear purpose in context of prior literature, and relevant RQ or problem statement clearly emerging from literature base.	Concise yet deep situation of construct(s) explored, compelling purpose in context of prior literature, and strong RQ or problem statement clearly emerging from literature base.	
Literature Review	Significant concerns related to narrow or inaccurate understanding of subject matters raises questions about foundation for inquiry. Author does not provide critical or selective review of	Minor concerns related to narrow understanding of subject matters raises some questions about foundation for inquiry. Author may not provide critical or selective review of literature in a	Clear mastery of subject matter sets foundation for the inquiry. Author presents comprehensive review of literature with expected level of analysis in selective,	Deep and critical understanding of subject matter sets strong foundation for the inquiry. Author selects, synthesizes, and analyzes a comprehensive body of literature	

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	literature in a selective, organized manner.	selective, organized manner.	organized manner.	in rigorous manner.	
Methods	Significant concerns related to execution and description of research design and analysis. May use inappropriate or inaccurate methods or have misconnect with question addressed and theory used.	Minor concerns related to execution and description of research design and analysis. May use less optimal methods or have some misconnect with question addressed and theory used.	Well-executed research design and analysis are described in a clear, concrete manner in good alignment with question addressed and theory used	Complex, highly developed design and analysis are described in detail and in very strong alignment with question addressed and theory used	
Results	Significant concerns that analyses are inadequate, inappropriate, or misinterpreted. May not present sufficient data in both quality and quality.	Minor concerns that analyses are somewhat inadequate, inappropriate, or misinterpreted. May struggle to present data in both quality and quality.	Appropriate analyses with clearly presented data in both quality and quantity. Clear skill in interpreting data.	Comprehensive, complete, sophisticated analyses with data well-presented in quantity and quality. Demonstrates substantial strength in interpreting data.	
Discussion & Implications	Significant concerns that discussion does not offer insight into findings, connect to previous literature, address strengths and limitations, and/or provide implications for study. Interpretation of findings and implications may be unsupported or exaggerated.	Minor concerns that discussion does not offer insight into findings, connect well to previous literature, address strengths and limitations, and/or provide implications for study. Interpretation of findings and implications may be unsupported or exaggerated.	Provides some insight on findings with appropriate ties to previous literature and context for study, discusses strengths and limitations appropriately, and provides reasonable implications for research and practice	Meaningful perspective on findings with strong ties to previous literature and context for study, clearly identifies strengths and limitations, and provides exceptional implications for research and practice.	
Writing & APA Style	Significant difficulty in quality of writing and/or APA style. Reviewers have	Some difficulty in quality of writing and/or APA style. Reviewers note minor concerns	Appropriate strength of writing and APA style. Although reviewers note	Exceptional strength in writing and APA style. Excels in vocabulary,	

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	concerns with vocabulary, standard writing conventions, organization, and/or APA style. Overall style is not consistent with published material.	with vocabulary, standard writing conventions, organization, and/or APA style. Overall style is mostly consistent with published material.	occasional opportunities to improve vocabulary, standard writing conventions, organization, and/or APA style, concerns are minor and do not interfere with understanding. Overall style is consistent with published material.	standard writing conventions, organization, and APA style. Overall style is highly consistent with published material.	
Overall Significance	Does not add to current literature on topic in a manner that has potential to make a meaningful impact on counseling research and practice.	Somewhat limited potential to make a meaningful impact on counseling research and practice.	Potential to make a meaningful impact on counseling research and practice.	Strong potential to make a meaningful impact on counseling research and practice.	

APPENDIX A

Fall 2024

Curriculum Guideline Form

Ph.D. in Counselor Education

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

Student: **Date**:

CACREP Core Areas Required at Master's Degree Level	Credit Hours	Institution and Date
Professional Orientation and Ethical Practice		
Social and Cultural Diversity		
Human Growth and Development		
Career Development		
Helping Relationships: Skills & Theories		
Group Work		
Assessment & Appraisal		
Research and Program Evaluation		
Counseling Practicum (100 hour minimum)		
Counseling Internship (600 hour minimum)		
Professional Orientation (6 hours)	**Credit Hours**	**Semester/Yr. Enrolled/ Grade**
Professional Development Series		FA/24
COUN 645 Foundations in Counselor Education (3)		SP/26
COUN 650 Seminar in Counselor Education I (3)		FA/24
Core (21 hours)	**Credit Hours**	**Semester/Yr. Enrolled/ Grade**
COUN 659 Internship in Counselor Education (6)		SP/25, FA/25, SP/26
COUN 662 Advanced Theory and Practice of Counseling (3)		FA/24
COUN 672 Advanced Social and Cultural Diversity in Counseling (3)		SP/25
COUN 670 Theory and Practice of Counseling Supervision (3)		FA/24
COUN 675 Theory and Practice of Teaching in Counselor Education (3)		SP/25
Counseling related elective with advisement (3; COUN 550 or 556 recommended)		SU/25, FA/25 or SP/26
Research (15 hours) (Students may consider seeking certification in qualitative or evaluation from the Department when planning research courses). Students are required to know models and methods of instrument design. Consider this requirement as you consider research courses. You will be asked to demonstrate your knowledge on the comprehensive examination.	**Credit Hours**	**Semester/Yr. Enrolled/Grade**
Quantitative Research (3) – Typically EDPY 577		FA/24
Qualitative Research (3) – Typically EDPY 559		FA/25
Research course - by advising (3)		FA/25
Research course - by advising (3)		SP/24
Research development – by advisement (3) – research methods, specialized methods, or independent study		FA/25
Cognate (6 hours) – requires approval of advisor Choose from outside COUN Must enhance Counselor Education and Supervision Major	**Credit Hours**	**Semester/Yr. Enrolled/Grade**
		FA/25
		SP/26
Dissertation (25 hours) Once a student begins dissertation hours, s/he must register continually (fall, spring and summer terms) until the final defense is completed.	**Credit Hours**	**Semester Enrolled/Grade**
COUN 610 Preparing for Dissertation (1)		SP 26
COUN 600 Doctoral Research and Dissertation (24)		FA/SP 26-27
TOTAL	**74**	

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

EXTRA PROGRAM SUGGESTIONS (NON CREDIT)		
EPC Graduate Certificate Programs (refer to Grad. Catalog) **(Helps to establish areas of expertise within Counselor Education)**	**Describe Activity**	**Semester/Yr. & Task Completed**
Evaluation, Statistics, & Measurement (18 credit hours)		
Qualitative Research Methods in Education (15 credit hours)		
Online Teaching & Learning (15 credit hours)		
Possible Professional Development & Competencies		**Semester/Yr. & Task Completed**
Purchase latest APA Publication Manual		
Attend UTK library tour		
Join professional organizations (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.).		
Attend CE Research Group Meetings (3/year)		
Earn IRB/Human Subjects Research Certificate of Completion (through Office on Research)		
Complete Graduate School Best Practices in Teaching		
Attend CEHHS department colloquiums		
Assume leadership role - Chi Sigma Iota (CSI) Honor Society		
Attend 2 dissertation proposal defenses		
Attend 2 dissertation final defenses		
Participate in faculty/student research teams		
Present in CE Research Group Meeting		
Attend professional organization conferences (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.).		
Present at professional organization conferences (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.).		
Participate in leadership role in professional organizations (e.g., ACA, ACES, TCA, SACES, ASCA, AMHCA, SMCA, etc.).		
Attend 2 UT offered technology workshops		
Co-conduct new student orientation		
Mentor CE PhD peer student		
Attend student award receptions		
Co-author and publish journal articles and/or book chapters		
Complete & submit Curriculum Guideline Form each year for progress review		

Signature _____   Advisor's Signature _____

APPENDIX B

Course Petition Form

Ph.D. in Counselor Education
University of Tennessee

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

Student Name: _____

Date: _____

Complete a separate form for each course petitioned.

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

1. Name of course you wish to petition: _____

2. Course initials and #: _____

3. Course grade: _____

4. Institution where you enrolled in the course: _____

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

_____

_____

_____

6. Attach Syllabus (mark one)

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

UT COURSE SUBSTITUTION (UT requirement attempting to fulfill)

1. Name of course you wish to petition: _____

2. Course initials and #: _____

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

4. Petition rationale: _____

_____

APPENDIX C

Dissertation Timeline
CE PhD

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

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

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

2nd Year – Spring
Jan - Feb   - Identify and select chair
Jan – Feb   - Solidify topic
Jan – May   - Complete COUN 610 Preparing for Dissertation course
Feb - May   - Regular meetings with chair to identify, develop, refine constructs and research questions.
Jan – May   - Prepare for comprehensive portfolio submission (must have completed all core COUN courses, 5 of 6 internship credits, and 3 of 4 research courses).

2nd Year – Summer
- Take and pass comprehensive portfolio.
- Informally begin to develop dissertation under supervision of chair.
- Begin writing manuscripts (consult with chair to determine best order).

3rd Year – Fall
- Register for dissertation hours (COUN600 – determine amount with supervision of chair).
September - Complete Admission to Candidacy Form & Doctoral Committee Appointment Form (must select committee members to complete form). Committee must include at least 2 CE faculty, 1 methodologist (CE or other), and 1 non-departmental faculty member (roles may overlap).
November - Complete Graduation Application and submit to Graduate School.
                    - Schedule dissertation proposal defense and send proposal to committee at least 2 weeks prior to defense date (hair must approve proposal before sending to committee).
                    - Develop IRB to send once proposal is approved.
Dec (early) - Defend dissertation proposal – Manuscript 1 plus Intro and Method for Manuscript 2
                    - Revise proposal, revise and submit IRB.

3rd Year – Spring
January   - Begin data collection
Jan – Mar   - Revise and submit Manuscript 1
Feb - Apr   - Analyze data
                    - Complete Manuscript 2
Mar - Apr   - Schedule defense – Scheduling of Defense of Dissertation Form (submit to GS 1 week prior to defense)
April (early) - Defend dissertation (see GS for actual deadline dates!)
April (mid) - Completed dissertation to Trace (GS, Dissertation Consultant)
May   - Graduate Hooding

APPENDIX D

IThenticate Policy for Dissertations

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

IThenticate Review and Approval Form

Student Name: _____

Dissertation/Thesis Title: _____

_____

IThenticate Verification (initial below):

_____Proposal: As Committee Chair, I verify that this Proposal has been reviewed using

IThenticate and potential plagiarism issues have been adequately addressed.

_____Final Defense: As Committee Chair, I verify that this Dissertation/Thesis has been

reviewed using IThenticate and potential plagiarism issues have been adequately addressed.

Committee Chair Signature: _____

Date: _____

APPENDIX E

Full-time Course Sequence

Courses Offered Fall Semester

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

CE Courses
       COUN 600 – Doctoral Dissertation*
       COUN 650 – Foundations in CE (3 credits)
       COUN 662 – Advanced Theory & Practice in Counseling (3 credits)
       COUN 659 – Internship (1-3 credits)
       COUN 670 – Theory & Practice in Counseling Supervision (3 credits)

Additional Courses
       Research
              Quantitative
              Qualitative
       Cognate
       Elective
              COUN 550/556 (Foundations in SC/CMHC)
       Certificate

Courses Offered Spring Semester

CE Courses
       COUN 600 – Doctoral Dissertation*
       COUN 645 – CE Seminar (3 credits) – offered even years
       COUN 659 – Internship (1-3 credits)
       COUN 672 – Advanced Social and Cultural Diversity in Counseling (3 credits) – offered
odd years
       COUN 675 – Theory & Practice in Teaching Counselor Education (3 credits) – offered
       odd years
       COUN 610 – Preparing for Dissertation (1 credit)
Additional Courses
       Research
              Quantitative

Qualitative

Cognate

Courses Offered Summer Semester

CE Courses
COUN 600 – Doctoral Dissertation*
Additional Courses
Research
Quantitative
Qualitative
Cognate
Certificate

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

Course Track Example

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

Year 1 Full Time Enrollment – if entering even year

Semester	Course
Fall 1	COUN 650 (3 credits) COUN 662 (3 credits) COUN 670 (3 credits) ESM 577 (3 credits)
Spring 1	COUN 659 (1-3 credits) COUN 672 (3 credits) COUN 675 (3 credits) ESM course
Summer 1 (optional)	COUN 659 (1 credit) Research Course (3-6 credits) Cognate Course (3 credits)
Fall 2	COUN 659 (1-3 credits) ESM 559 (3 credits) Cognate Course (3 credits) Research Methods or Specialty Course
Spring 2	COUN 659 (1-3 credits) COUN 645 (3 credits) COUN 610 (1 credit) ESM Course (3-6 credits) Complete comp portfolio
Summer 2	COUN 600 (3-12 credits)
Year 3	COUN 600 (3-12 credits) Cognate Course (3 credits)

APPENDIX F

Instructions for Fingerprinting and Criminal History Records Check

Tennessee Code Annotated (TCA) 49-5-5610 requires all students who wish to be admitted to teacher preparation/professional licensure programs to:
- Sign an authorization and release form authorizing a qualified Tennessee licensed private investigation company by and on behalf of the board to complete a criminal history records check, and;
- Agree to the release of all investigative records to the administrator of the selected teacher training program, and;
- Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation.

To begin this process, you must complete the Authorization to Release Investigative and Criminal Background Records *prior to* scheduling a fingerprinting appointment at an approved Tennessee Applicant Processing service (i.e., identogo)
- Upload the signed VECHS form to the Background Authorization form
- After submitting the form along with uploading a signed VEECHS form, you will receive fingerprinting instructions. For out-of-state applicants, you will receive fingerprint cards.

APPENDIX G

Child Protection Training

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

Unless you have a regular staff position at UT, you will follow the link for external users.
- Program affiliation: PhD Counseling
- Program coordinator: Melinda Gibbons
- UT Department: Counseling, Human Development, and Family Science
- To finalize your training, email your certificate to Kathi Pauling at kpauling@utk.edu

APPENDIX H

Instructions for Completing Drug Screening & Background Check
Required by Knox County Schools
(updated August 2019)

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

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

The following website provides instructions for the KCS process:
https://osbe.utk.edu/knox-county-schools-student-teaching-internship-registration/

Step 1:
- Click: KCS Field Placement Registration Process
- Complete the Google Form to receive additional information
- Once you begin this form, you will have 1 hour to complete it
- Once you complete the Google Form, you will receive an email from Crystal Pratt from KCS outlining the next steps in the process (e.g., complete KCS Onboarding registration Form, drug screening for "student teaching" and "internship" placements only) of securing a placement in KCS schools. Emails will be sent out to registered students every Monday and Wednesday
- When completing the Google Form, please include your @vols.utk.edu email address and list Dr. Jalea Adams (Jalea.adams@utk.edu) for the University Placement Coordinator

Step 2:

- After completing the Google KCS Field Placement Online Registration Form, you will be emailed a request to complete the KCS Onboarding Registration form.

Step 3:

- Once you complete both forms above, you will receive an email with instructions for the drug test. Once you receive this email, you will have only 48 hours to complete the drug test. If you do not complete your drug screening within this window, you will not be eligible for placement within KCS for one year.

Step 4:

- You will be vetted through a background check and verification process. You will receive an email once you have been cleared to start your placement.

Contact Information:

Office of School-Based Experiences – osbe@utk.edu – 222 Claxton

Administrative Assistant: Julia Campbell – jcampb89@utk.edu – 865-974-5203

Director: Dr. Amelia Brown - aabrown@utk.edu – 865-974-1398.

APPENDIX I

Definition of Terms

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

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

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

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

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

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

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

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

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

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

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

APPENDIX J

VALT Quick-Start Guide for Students

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

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

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

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

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

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

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

NEED MORE HELP?
See https://ipivs.com/wiki/Home

APPENDIX K

CTC Room Reservations

https://utkcounseling.skedda.com

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

Use CTC rooms for
- Counseling
- Supervision
- Course role plays or practice
- TA or internship meetings that require confidential space
- Official research activities which require confidential space (e.g., interviews)

Use 5th floor rooms for supervision and practice; save 4th floor rooms for CTC clients as much as possible.

Use assigned office or cubicles for office hours, homework, GTA/GRA work, social gatherings, and rest.

Hours: Mon-Thurs 8a-8p; Fri 8a-5p

Code: The code to all CTC rooms is 1379#

For Reservations
- Create an account at https://UTKCounseling.skedda.com/register?key=872dce1
- Login to your account at https://utkcounseling.skedda.com
  - o Code your event or recurring event as [Course/program] – [Activity]
  - o **Course/program codes** – enter course number, CTC, GOI, etc.
  - o **Activity codes –** SUP = supervision, COUN = Counseling, ROLE = Practice/Assignment, GTA = Teaching, GRA = Research
  - o **Example** – For example, if you are supervising a practicum student, enter "COUN 555 – SUP." If you are practicing for COUN 580, enter "COUN 580 – ROLE." If you are seeing a CTC client, enter "CTC – COUN"
- The conference room is not on Skedda. Contact Kathi for reservations.

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