

# MTSU PROFESSIONAL COUNSELING PROGRAM

## Student Handbook 2021–2022



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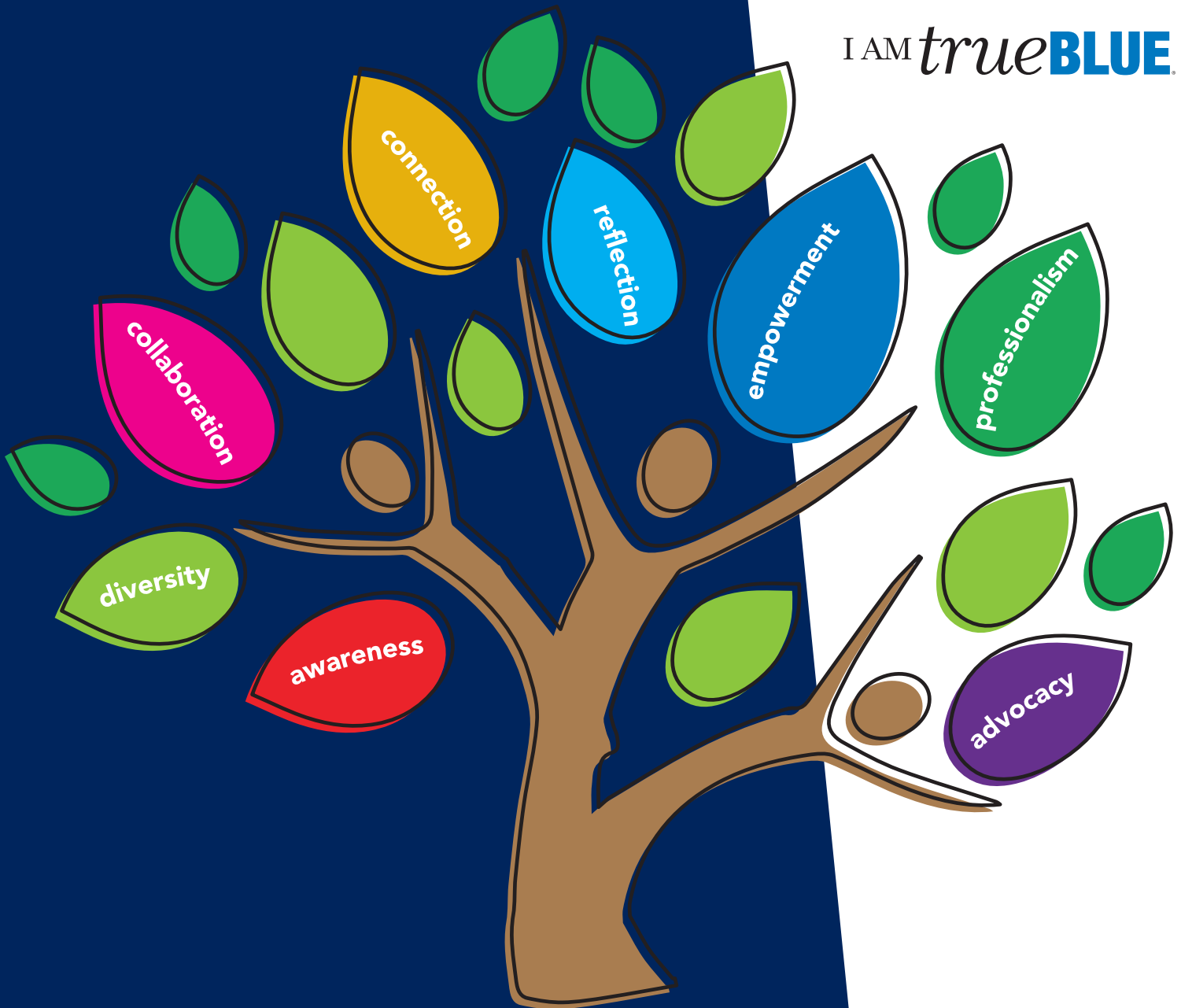


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# MIDDLE TENNESSEE

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## INTRODUCTION

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

### Ethical Standards

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

### Mission

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

### Diversity/Social Justice Commitment

Cultural diversity exists not only across cultures but within cultures. The College of Education and the Professional Counseling program are committed to providing a safe and inviting atmosphere that acknowledges and values students' various identities, statuses, and abilities. Additionally, the Professional Counseling program is committed to training students to be sensitive to the ways in which norms and values shape the understanding of ourselves and clients from diverse backgrounds. Successful completion of the program should enable students to develop a cultural lens and orientation by examining one's own sense of self and others' identities, beliefs, assumptions, and behaviors. The Professional Counseling program and its faculty are dedicated to the promotion of cultural awareness and competency; therefore, discussions, assignments, and readings will be anchored in a cultural and social justice framework throughout the curriculum.

## Major and Concentrations

The Womack Educational Leadership Department offers an **Educational Specialist degree** in Professional Counseling with concentrations in Clinical Mental Health Counseling and School Counseling.

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

School Counseling students may elect to complete a licensure option program in which they complete coursework that is required for designation as a licensed professional counselor with mental health service provider (LPC/MHSP).

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

## Accreditation

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

## Method of Instruction and Program Format

The Professional Counseling program is an on-ground program. While the majority of classes are offered in a traditional lecture format, the program offers a few hybrid and online courses. Most classes integrate an online class delivery program (Desire2Learn) to share materials and reading, as well as encourage online engagement between classes. Classes that students take early on in their programs are more knowledge-specific, and classes become more skills-specific as students progress toward program completion. As emerging professionals, students are required to be active participants in classes, while instructors are committed to delivering content, helping students develop skills, and evaluating their progress to ensure they develop into competent helping professionals.

## Physical Facilities

The Professional Counseling program is housed in the Womack Educational Leadership Department office located in College of Education Building (COE), Room 314. Professional Counseling faculty offices are on the third floor of COE and at the MTSU Center for Counseling and Psychological Services (CCPS). Classes are held in COE and off campus at the CCPS. The MTSU Center for Counseling and Psychological Services is in the Miller Education Center at 503 East Bell Street, Building B, Suite 1800, Murfreesboro, and is the primary training facility for students in skills-based courses.



## PROGRAM FACULTY



### Program Coordinator, Director of the MTSU Center for Counseling and Psychological Services

**Robin Wilbourn Lee**, She/her/hers, Robin.Lee@mtsu.edu, Professor, Ph.D., Counselor Education and Supervision, Mississippi State University, 1997.

Lee is a faculty member in the Professional Counseling program at Middle Tennessee State University, specializing in clinical mental health counseling. She serves as the director of the MTSU Center for Counseling and Psychological Services. Prior to joining MTSU, Lee held faculty positions in counseling programs at the University of Tennessee at Chattanooga and Columbus State University in Columbus, Georgia. She earned an M.Ed. in Community Counseling and a B.A. in Psychology from Delta State University in Cleveland, Mississippi. Lee is a

licensed professional counselor (LPC/MHSP) in Tennessee, a national certified counselor (NCC), and an approved clinical supervisor (ACS). She is past president of the Association for Counselor Education and Supervision (ACES; 2013–14) and is professionally active in the Southern Association for Counselor Education and Supervision (SACES), the Tennessee Association for Counselor Education and Supervision (TACES), and the Tennessee Licensed Professional Counselors Association (TLPCA). Lee served on the board of directors of CACREP from 2015–20. She is currently serving as the executive director of TLPCA.



### Clinical Mental Health Counseling Concentration Coordinator

**Christopher J. Quarto**, He/him/his, Chris.Quarto@mtsu.edu, Professor, Ph.D., Counseling Psychology, University of Illinois at Urbana-Champaign, 1992.

Prior to joining the Professional Counseling faculty, Quarto worked in Michigan as a clinical mental health counselor and in Wisconsin as a private practice psychologist. He worked closely with school personnel and physicians concerning children, adolescents, and adults who exhibited a variety of educational and psychological disorders. He is a licensed psychologist and a licensed professional counselor (Michigan) and has a part-time private practice in which he provides online counseling services to adults as well as psychological testing services to individuals of all ages. Quarto is a Board Certified-TeleMental Health provider

(BC-TMH) and completed a graduate-level addiction counseling certificate program through Montana State University's Extended University. He is past president of the Tennessee Association for Counselor Education and Supervision. Quarto was awarded the 2007–08 College of Education and Behavioral Science Teaching Award, the University College 2012 Distinguished Educator in Distance Education Award, and the 2019 Tennessee Association for Counselor Education and Supervision Charles Thompson Counselor Educator of the Year Award. Quarto's research interests include distance counseling and counselor development and supervision.



## Adjunct Faculty; Director, Center for Fairness, Justice, and Equity, College of Education

**Michelle C. Stevens**, She/her/hers, Michelle.Stevens@mtsu.edu, Professor, Ph.D., Counselor Education, Kent State University, 2010.

Stevens is an adjunct faculty member in the Professional Counseling program and the director of the Fairness, Justice, and Equity Center in the College of Education. She specializes in cultural competence and clinical mental health counseling. Prior to joining the clinical mental health faculty, Stevens instructed at Youngstown State University, Cleveland State University, and Kent State University. Stevens is the inaugural Fellow for Fairness, Justice, and Equity in the College of Education and is the 2021–22 Provost's Fellow for Faculty Development. Past positions held by Stevens include president of the Black Faculty and Staff Association from 2018–20 and assistant

director of the Center for Counseling and Psychological Services. Stevens was the principal investigator of the MTSU College of Education and Murfreesboro City Schools Cultural Competency Collaboration, where she helped to increase the cultural competency of elementary school faculty, administrators, and personnel. Other areas of interest include the study of cultural issues and historical trauma in the Black community and mentoring throughout the pipeline. Stevens is a supervising licensed clinical mental health counselor in the state of Tennessee and has a small private practice in a nearby community. Her practice is focused on strength-based interventions, cognitive behavioral therapy, and LGBT+ affirming practices utilizing Brainspotting and EMDR techniques. She is an active member of the American Counseling Association (ACA) and the Association for Multicultural Counseling and Development (AMCD) and is a past-president of the Tennessee Association for Counselor Education and Supervision (TACES). Stevens is also the recipient of the 2020 Tennessee Association for Counselor Education and Supervision Charles Thompson Counselor Educator of the Year Award.



## School Counseling Concentration Coordinator

**Tiffany A. Wilson**, She/her/hers, Tiffany.Wilson@mtsu.edu, Assistant Professor, Ph.D., Rehabilitation Counseling and Rehabilitation Counselor Education, North Carolina A&T State University, 2016.

Wilson holds a B.A. in Communication Studies and a B.A. in African American Studies from the University of North Carolina at Greensboro. From North Carolina A&T State University, she earned an M.S. in School Counseling. Her research interests include trauma and trauma-informed care among minority populations and students with disabilities in the K–12 educational system and in post-secondary institutions.

Wilson currently serves as the School Counseling program coordinator, the chapter faculty advisor of the Mu Tau Upsilon Chapter of Chi Sigma Iota counseling honor society, and the editor of the *International Journal of the Whole Child*. Moreover,

Wilson is a Mental Health First Aid instructor, serves on the executive board of the Learning, Teaching, and Innovative Technologies Center (LT&ITC), and serves on the Race and Equity Committee of the Tennessee School Counselor Association. Before joining the MTSU faculty, Wilson worked as a licensed professional school counselor and a licensed career development coordinator in North Carolina. She also worked as a licensed clinical mental health counselor in various clinical settings. Wilson currently teaches Foundations of School Counseling, Advanced School Counseling, Counseling Exceptional Children, School Counseling Internship, Foundations of Crisis and Trauma in Counseling, and Couples and Family Counseling. Wilson is an active member in the American School Counselor Association (ASCA), the Tennessee School Counselor Association (TSCA), American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), and the Tennessee Association for Counselor Education and Supervision (TACES).



## Full-Time Temporary Instructor

**William Feck**, He/him/his, William.Feck@mtsu.edu, Full-Time Temporary Instructor, Ed.S., Professional Counseling, Middle Tennessee State University, 2020.

Feck started his career as a school counselor working with children in high poverty after completing a Master of Education in School Counseling at Middle Tennessee State University. In the school setting, he worked with a team to provide school-based behavioral support for children who have internalizing and externalizing at-risk characteristics. Feck served on a team that achieved gold level status in its behavioral support implementation, which was featured by the Tennessee Behavior Supports Project at Vanderbilt University. After five years of working in the school, he returned to MTSU to pursue his clinical licensure and earned an Education Specialist degree in Clinical Counseling. He now works at Integrative Life Center as a PRN therapist

serving adults in a treatment setting and is a temporary MTSU faculty member teaching counseling courses at the master's level. Additionally, he is pursuing a Ph.D. in Clinical Counseling at Trevecca Nazarene University.

## SECTION III

### STUDENTS

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

#### Prospective Students

Prospective students may obtain information about the Professional Counseling program by reading this student handbook or by visiting the Professional Counseling website at: [mtsu.edu/edu\\_leadership/professional\\_counseling/](https://www.mtsu.edu/edu_leadership/professional_counseling/).

Prospective students may also contact the coordinator of the Clinical Mental Health Counseling concentration, Christopher Quarto (615-898-5933 or [Chris.Quarto@mtsu.edu](mailto:Chris.Quarto@mtsu.edu)), or the coordinator of the School Counseling concentration, Tiffany Wilson (615-898-5966 or [Tiffany.Wilson@mtsu.edu](mailto:Tiffany.Wilson@mtsu.edu)).

#### Student Organization

The MTSU Professional Counseling program is pleased to have the Mu Tau Upsilon Chapter of Chi Sigma Iota (CSI), the international honor society of professional counseling and for professional counselors. To be eligible to be inducted into CSI, a student must have:

- completed the equivalent of at least one full academic term (semester or quarter) of counseling courses carrying approved graduate credit as defined by the institution and be deemed promising for endorsement as a professional counselor whose ethical judgment and behavior will be exemplary.
- maintained an overall scholastic grade point average of 3.5 or better (on a 4.0 system), or the equivalent, while enrolled in the program.

For more information, visit <https://www.csi-net.org/members/group.aspx?id=204406>.



## ADMISSIONS

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

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

### Admission Requirements

#### Clinical Mental Health and School Counseling

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

1. 3.00 or higher undergraduate GPA (If an applicant's GPA is lower than 3.00, Professional Counseling faculty will consider applicant's academic performance during the last 60 hours of their undergraduate program.)
2. Prerequisite course at the undergraduate level (with minimum grade of B):
  - a. Abnormal Psychology (PSY 3230) or equivalent
3. Admissions test scores
  - a. Currently, applicants are not required to submit graduate admission test scores such as the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) if their undergraduate GPA is 3.00 or above.
  - b. For applicants whose undergraduate grade point average is under 3.00, a minimum score of 146 on the Verbal Reasoning subtest of the Graduate Record Exam (GRE) OR a minimum score of 385 on the Miller Analogies Test (MAT) is required. (The Quantitative Reasoning and Analytical Writing subtest scores of the GRE are not used for admissions purposes.)
4. Three (3) positive recommendations. Endorsers should use the link provided by the College of Graduate Studies application process.
5. A written essay/statement of purpose in which the applicant's reason for pursuing a degree in Clinical Mental Health Counseling is congruent with the focus/emphasis of the program. The applicant should use the Professional Counseling supplemental application form located on the Professional Counseling website for this purpose.
6. Résumé that includes name, address, and phone number of applicant; school attended and applicant's major, minor, and grade point average; honors and awards; and employment and volunteer experiences.
7. If invited, participate in a half-day interview within the first 6 hours of coursework. The interview is conducted by Professional Counseling faculty and practicing clinical mental health counselor and school counselor. An invited applicant must review the Professional Counseling handbook and the most current version of the American

Continued on page 14

Counseling Association Code of Ethics prior to the interview day and agree in writing to abide by the contents of those documents—should they be admitted into the program—on the day of the interview. Applicant must receive a positive recommendation from the faculty and counselors for program admission.

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

## Admission Process

**The deadlines for completed applications are as follows:**

**February 10 for the summer session and fall semester**

**September 10 for the spring semester**

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

1. Fill out and submit an application to the College of Graduate Studies with the accompanying fee to Graduate Admissions. The application can be downloaded from the MTSU website or you may call 615-898-5589 or email [askgrad@mtsu.edu](mailto:askgrad@mtsu.edu) to receive a catalog in the mail. For international students interested in applying to the Professional Counseling Program, more information is available at [mtsu.edu/intered/admission/grad\\_students.php](http://mtsu.edu/intered/admission/grad_students.php).
2. Complete and submit a Professional Counseling Program **supplemental application**.
3. Submit official transcripts of ALL college work (i.e., undergraduate and graduate transcripts).
4. If applicable, submit Graduate Record Exam (GRE) or Miller Analogies Test (MAT) test scores to the College of Graduate Studies. Only current test scores (i.e., taken within the past five years) will be accepted. Applicants with 3.0 or higher GPAs are NOT required to submit exam scores.
5. Using the MTSU College of Graduate Studies **recommendation link** provided, arrange for three (3) professional recommendations. Two of the recommendations should come from faculty or other academic officials who can attest to the applicant's academic abilities. The third can come from someone who has either supervised the applicant's work, has been a colleague, or has known them for at least three years (other than family).
6. Submit a **resume/vita**.
7. Professional Counseling faculty will review completed application files (all of the above), and if minimal requirements are met, will arrange with the applicant for participation in an admissions interview. For the spring admission, interview will be held on the last Friday of September. For fall admission, the interview will be held on the last Friday of February.

The admissions interview is a half-day endeavor that includes the following:

- a. orientation to the Clinical Mental Health Counseling and School Counseling concentrations
- b. meeting with current students who are taking classes within the respective concentrations
- c. individual interview
- d. group exercises
- e. brief writing assignments

8. Following the admissions interview, Professional Counseling faculty will make admissions decisions. The following are considered in the decision-making process:
  - a. input from regular, adjunct, and affiliate program faculty (if the applicant has taken or is currently taking classes)
  - b. input from practitioners who served on the admissions committee
  - c. each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts
  - d. each applicant's aptitude for graduate-level study, including technological competence and computer literacy
  - e. each applicant's career goals and objectives and their relevance to the program
  - f. each applicant's openness to self-examination and personal and professional self-development
  - g. each applicant's commitment to developing a cultural lens and promotion of cultural awareness and competency
9. Applicants will be formally notified of the admission decision by the College of Graduate Studies within 30 days of the admissions interview.
10. If accepted into the Professional Counseling program, the applicant must within two weeks notify the program coordinator of his/her intention to enter the program.

## Background Check

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

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

Students should email a signed copy of the VECHS Waiver Agreement and Statement form ([mtsu.edu/education/docs/VECHS\\_WAIVER\\_AGREEMENT\\_AND\\_STATEMENT.pdf](https://www.mtsu.edu/education/docs/VECHS_WAIVER_AGREEMENT_AND_STATEMENT.pdf)) to Quinton Goodman in the Office of Professional Lab Experiences ([Quinton.Goodman@mtsu.edu](mailto:Quinton.Goodman@mtsu.edu)). Students should specify in the body of the email that they have been accepted into the Professional Counseling program. Students should follow the instructions on the last two pages of the VECHS document to schedule a time for fingerprinting.

## Coursework Prior to Program Admission

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

A student who starts but does not complete a master's degree program at an accredited university and is transferring to MTSU may be able to transfer some or all of the coursework subject to a transcript review. Certain courses—including skills-type courses (e.g., counseling techniques, practicum)—are not eligible for transfer credit. (See Transfer Credits below.)

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

## Readmission Procedures

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

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

## Admission: Non-Degree-Seeking (i.e., License-Only) Students

Admissions procedures for students seeking to add classes to a previous master's degree for certification or licensure (Clinical Mental Health Counseling or School Counseling):

### Clinical Mental Health Counseling

Students who hold a master's degree from a non-MTSU CACREP-accredited clinical mental health counseling or school counseling program and desire to take additional classes needed for licensure other than Practicum in Counseling (COUN 6270) and/or Internship: Clinical Mental Health Counseling (COUN 6540) may do so on a case-by-case basis with the permission of the instructor. These students are only required to complete an online application with the College of Graduate Studies as a non-degree-seeking student.

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

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

### School Counseling

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

To apply to take classes, these students should check "Addition of Classes to Previous Master's for Certification or Licensure" on the College of Graduate Studies application and on the program supplemental application. Applicants are required to participate in an admission interview prior to acceptance.

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



## Minority Recruitment Policy

Professional Counseling faculty greatly value cultural diversity and actively promote recruitment and retention of individuals of diverse racial, ethnic, and socioeconomic backgrounds; gender identity and expression; sexual identity; and learning and physical abilities, as well as mental health backgrounds. In order to maximize diversity of students and educational opportunities for all Tennesseans as well as those from other regions, Professional Counseling faculty take necessary steps to ensure equal opportunity and nondiscrimination in educational programs including but not limited to recruitment, admission, access to courses, financial aid, and advisement regarding available grants and scholarships.

## SECTION V

## FINANCIAL AID

Financial assistance is limited for graduate students. However, those desiring assistance should apply directly to the Financial Aid and Scholarship Office at MT One Stop (615-898-2830). There are three scholarships available within the Professional Counseling program. The MTSU application to apply for Foundation scholarships for the 2022–23 academic year will open October 1, 2021, and will remain open until February 15, 2022. Students must complete the General Application to apply for Foundation scholarships. Once the General Application is completed, students will be prompted to complete additional sub-applications to determine their eligibility for scholarships. Students are encouraged to visit MTSU Financial Aid at [mtsu.edu/financial-aid/](https://mtsu.edu/financial-aid/). From this page students can access the Scholarship Manager portal. There are also additional resources and information for all aspects of financial aid at MTSU. Students may also access the Scholarship Manager ([mtsu.scholarships.ngwebsolutions.com/](https://mtsu.scholarships.ngwebsolutions.com/)) portal directly. Students will log in with their MTSU username and password.

## Graduate Assistantships

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

Each year, the Womack Educational Leadership Department and the Professional Counseling program employ several graduate assistants. Graduate assistants perform a wide variety of duties, depending on faculty needs and the assistant's skills and background. Some graduate assistants provide receptionist and/or administrative services at the MTSU Center for Counseling and Psychological Services and the Womack Educational Leadership Department. Others assist faculty with administrative and course-related tasks and research studies. Sometimes graduate students procure assistantships outside of the department.

Prospective applicants are urged to contact the College of Graduate Studies (see Graduate Assistantships tab: [mtsu.edu/graduate/funding.php](https://mtsu.edu/graduate/funding.php)) or Financial Aid and Scholarship Office ([mtsu.edu/financial-aid/graduate.php](https://mtsu.edu/financial-aid/graduate.php)) to learn about these opportunities.

Designated personnel in the Womack Educational Leadership Department select graduate assistants (GAs) from a pool of applicants each spring and fall. With the approval of the department chair, the selected students begin their assistantships the following semester. Alternates are also selected in the spring to fill any openings that occur during the academic year due to illnesses, resignations, etc.

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

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

To be a candidate for the graduate assistant position, prospective students need to apply at [mtsu.edu/graduate/funding.php](https://mtsu.edu/graduate/funding.php) by March 1 for the fall semester and October 1 for the spring semester. Failure to submit materials on time may jeopardize a prospective applicant's chances for being hired.

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

To apply for a graduate assistant position, visit [mtsu.edu/graduate/funding.php](https://mtsu.edu/graduate/funding.php).

## Scholarships

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

### Professional Counseling Program

**Keith W. Carlson Professional Counseling Scholarship** (application deadline March 1)

The Keith W. Carlson Scholarship is awarded to a Professional Counseling graduate student who is in their second semester or later in the program, can demonstrate need, and carries at least a 3.0 GPA.

**Winkler-Slicker Professional Counseling Scholarship** (application deadline March 1)

The Winkler-Slicker Scholarship is awarded to a graduate student who has been accepted into the Professional Counseling Program, has a 3.5 undergraduate and/or graduate GPA, has experience in counseling-related activities, and shows leadership potential.

**Eleanor Francis Nelson Jordan Professional Counseling Scholarship** (application deadline March 1)

The Eleanor Francis Nelson Jordan Scholarship is awarded to a graduate student who has been accepted into the Professional Counseling program, can demonstrate need, has a 3.0 undergraduate and/or graduate GPA, has experience in counseling-related activities, and shows leadership potential. Preference is given to a student who has been accepted into the School Counseling concentration.

### College of Graduate Studies

The College of Graduate Studies offers several scholarships available for graduate students. More information can be found at [mtsu.edu/graduate/funding.php](https://mtsu.edu/graduate/funding.php).

## ADVISEMENT

### Advisors

Students whose last names end with:	Advisor	Advisor email address	Advisor phone number
<b>Clinical Mental Health Counseling</b>			
A – M	Lee	Robin.Lee@mtsu.edu	615-898-2304
N - Z	Quarto	Chris.Quarto@mtsu.edu	615-898-5933
<b>School Counseling</b>			
A – Z (including non-degree-seeking)	Wilson	Tiffany.Wilson@mtsu.edu	615-898-5966

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

## REQUIREMENTS FOR EDUCATION SPECIALIST DEGREE

### Time Limits—Requirements for Educational Specialist Degree

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

### Transfer Credits

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

Professional Counseling faculty will use their discretion in determining which courses may be applied to a program. Applicants must provide transcripts of graduate coursework and course catalog descriptions whenever possible to assist in making these determinations.

No graduate credit may be obtained by correspondence or work experience.

## Performance Requirements

The Professional Counseling faculty at Middle Tennessee State University are committed to maintaining quality programs for the benefit of the students, the counseling profession, and the public, which will ultimately be served by students and graduates. Graduate students are continuously assessed for academic performance, professional development, and personal development. This assessment is encouraged and required by professional ethical standards and accreditation bodies as well as the College of Education. Progression through the Professional Counseling program (including permission for non-degree-seeking students to continue taking classes in the Clinical Mental Health Counseling or School Counseling concentration) is not automatic and is subject to the positive evaluations of the Professional Counseling faculty.

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

1. Take appropriate courses and make satisfactory progress toward their degree objectives as determined by the Professional Counseling faculty. Graduate students must maintain a cumulative GPA of at least 3.00 for all graduate work completed at MTSU as well as in the major. Six (6) semester hours of C grade (C+, C, or C-) coursework may be applied toward a degree. Graduate students failing to meet the applicable minimum cumulative graduate GPA retention standard will be placed on academic probation for the subsequent term. Probation in itself has no serious consequences other than to alert students of potential academic problems and the requirement to (re)establish satisfactory academic status. Once on probation, students have three consecutive semesters in which to restore the cumulative GPA to the minimum required. If students fail to attain the required GPA at the close of the third semester of probation, they will be suspended automatically.
2. Graduate students may repeat graduate courses in which a grade of B- or lower was earned. See the Graduate Catalog for details.
3. Take and pass the following courses with a grade of B or higher to be allowed to move to the next course in the sequence: COUN 6170, COUN 6260, COUN 6270, COUN 6540 (first semester), COUN 6940.
4. Achieve at least an "Acceptable" or "Target" rubric rating on each of the Professional Counselor Candidate Dispositions (see below) when assessed by the faculty as part of the Professional Counseling Program Continuous Evaluation Policy (see below).
5. Apply for Practicum in Counseling (COUN 6270) by March 1 for fall enrollment or October 1 for spring enrollment and be approved by faculty for course enrollment.
6. Apply for and be recommended by faculty for internships (COUN 6540 and 6940) no later than March 1 for summer or fall enrollment or October 1 for spring enrollment.

## Professional Counselor Candidate Dispositions

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

<b>Disposition</b>	1 = Unacceptable (Examples of behaviors and/or characteristics that student exhibits most or much of the time, and/or they overshadow behaviors and/or characteristics in the next higher category)	2 = Acceptable (Examples of behaviors and/or characteristics that student exhibits most or much of the time and/or they overshadow behaviors and/or characteristics in the next higher category)	3 = Target (Examples of behaviors and/or characteristics that student exhibits most or much of the time)
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>• Unwilling or resistant to working with others.</li> <li>• Does not recognize or accept appropriate role within the group.</li> <li>• Fails to complete or is consistently late with assigned tasks.</li> <li>• Cannot articulate the purpose, scope, and outcomes of each collaboration.</li> <li>• Fails to show respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to work with others.</li> <li>• Demonstrates appropriate role within the group.</li> <li>• Fulfills role expectations.</li> <li>• Finishes assigned tasks within the group on time and thoroughly.</li> <li>• Values planning as a collegial activity.</li> <li>• Articulates the purpose, scope, and outcomes of each collaboration.</li> <li>• Shows respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to work with others.</li> <li>• Understands and seeks leadership roles within the group.</li> <li>• Values the roles of all members of the group and solicits input from all.</li> <li>• Articulates the purpose, scope, and outcomes of each collaboration.</li> <li>• Shows a high level of respect for others.</li> </ul>
<b>Critical Thinker</b>	<ul style="list-style-type: none"> <li>• Interpretations of evidence are biased.</li> <li>• Fails to identify or hastily dismisses relevant counter-arguments to personal positions.</li> <li>• Ignores or minimally evaluates alternative points of view.</li> <li>• Uses fallacious or irrelevant arguments in stating personal positions.</li> <li>• Does not justify results or procedures.</li> <li>• Defends views based on self-interest or preconceptions.</li> <li>• Exhibits closed-mindedness or hostility to reasoning.</li> <li>• Bases arguments on irrelevant or erroneous evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Values critical thinking.</li> <li>• Accurately interprets evidence.</li> <li>• Recognizes and evaluates alternative points of view.</li> <li>• Draws warranted conclusions.</li> <li>• Explains assumptions and reasons for conclusions.</li> <li>• Follows where evidence and reasons lead.</li> <li>• Distinguishes between relevant and irrelevant material.</li> </ul>	<ul style="list-style-type: none"> <li>• Values critical thinking.</li> <li>• Actively pursues opportunities to gather evidence related to problems/issues.</li> <li>• Thoroughly evaluates alternative points of view.</li> <li>• Draws warranted conclusions and is willing to test the conclusions against further evidence.</li> <li>• Consistently seeks to avoid errors in analysis of the evidence.</li> <li>• Continuously monitors sources of personal bias in reasoning.</li> <li>• Presents clear justifications for positions taken.</li> <li>• Is thoughtful.</li> <li>• Is open-minded.</li> </ul>
<b>Ethical</b>	<ul style="list-style-type: none"> <li>• Decisions based on self-interest only.</li> <li>• Exhibits lack of tolerance for individual differences.</li> <li>• Does not plan instruction or counseling interventions based on varied abilities or cultural backgrounds of individuals.</li> <li>• Dishonest; presents others' work as own.</li> <li>• Is unaware of or disregards standards and policies of the profession.</li> <li>• Demonstrates poor choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Values human diversity.</li> <li>• Shows respect for the varied talents and cultural backgrounds of individuals.</li> <li>• Demonstrates compassion toward others.</li> <li>• Respectful of others.</li> <li>• Sets high expectations for achievement for self and others.</li> <li>• Is honest.</li> <li>• Acknowledges appropriately the work/ideas of others.</li> <li>• Is aware of and regards as important the standards and policies of the profession.</li> <li>• Demonstrates good choices.</li> <li>• Does no harm to clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Values human diversity.</li> <li>• Plans instruction and counseling interventions based on the varied talents and cultural backgrounds of individuals.</li> <li>• Demonstrates compassion toward others.</li> <li>• Is respectful of others.</li> <li>• Committed to developing the highest potential of individuals</li> <li>• Is honest.</li> <li>• Acknowledges appropriately the work/ideas of others.</li> <li>• Works within standards and policies of the profession.</li> <li>• Demonstrates excellent choices.</li> <li>• Understands ethical principles for counselors and upholds professional standards.</li> </ul>

**Professional**

<ul style="list-style-type: none"> <li>• Frequently late or absent.</li> <li>• Is not prepared for class; fails to maintain accurate or complete records.</li> <li>• Assignments are frequently late.</li> <li>• Does not follow policies and procedures.</li> <li>• Exhibits apathy.</li> <li>• Produces minimal work/frequently avoids involvement.</li> <li>• Rarely respectful and responsive to professors and supervisors.</li> <li>• Communicates poorly with others.</li> <li>• Does not protect confidentiality of information.</li> <li>• Does not participate in professional organizations and activities.</li> <li>• Demonstrates little awareness and use of professional literature.</li> <li>• Demonstrates inappropriate appearance for given situations.</li> <li>• Ignores instruction and feedback.</li> <li>• Demonstrates lack of competence in counseling skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a satisfactory record of punctuality and attendance.</li> <li>• Adequately prepared for class.</li> <li>• Maintains accurate and up-to-date records.</li> <li>• Completes assigned tasks on schedule.</li> <li>• Follows applicable policies and procedures.</li> <li>• Maintains confidentiality and fulfills legal responsibilities.</li> <li>• Is enthusiastic.</li> <li>• Is respectful and responsive to professors and supervisors.</li> <li>• Is hard working.</li> <li>• Is an effective communicator.</li> <li>• Is aware of and participates in professional organizations from time to time.</li> <li>• Is aware of and uses professional literature.</li> <li>• Participates in professional development opportunities.</li> <li>• Maintains professional appearance appropriate to the situation.</li> <li>• Is responsive to instruction and feedback.</li> <li>• Is developing self-confidence.</li> <li>• Demonstrates competence in counseling skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently attends class and arrives on time.</li> <li>• Is thoroughly prepared for class at all times.</li> <li>• Maintains accurate and up-to-date records and uses this information for decision-making.</li> <li>• Maintains confidentiality; understands and fulfills legal responsibilities.</li> <li>• Is enthusiastic.</li> <li>• Is consistently respectful and responsive to professors and supervisors.</li> <li>• Is hardworking.</li> <li>• Is an effective communicator.</li> <li>• Participates in professional organizations and seeks leadership roles.</li> <li>• Is aware of and uses professional literature.</li> <li>• Is aware of and participates in professional organizations for counselors.</li> <li>• Demonstrates maturity.</li> <li>• Articulates a professional development plan to improve performance and to expand counseling repertoire to facilitate student achievement of the counseling goals.</li> <li>• Engages in relevant professional development activities and follows through with the plan.</li> <li>• Maintains professional appearance appropriate to the situation.</li> <li>• Is responsive to instruction and feedback.</li> <li>• Is accountable for own actions and prudent in decision-making.</li> <li>• Shows self-confidence and positive self-esteem.</li> <li>• Demonstrates a high level of competence in counseling skills.</li> </ul>
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<p><b>Reflective</b></p>	<ul style="list-style-type: none"> <li>• Seeks quick, mechanistic solutions to topics/issues studied.</li> <li>• Is undisciplined.</li> <li>• Does not evaluate the effects of instruction or counseling interventions.</li> <li>• Exhibits repetitive, rigid responses to situations without considering unique variables.</li> <li>• Uses limited sources in making decisions, presenting information.</li> <li>• Does not consider the impact of actions on self and others.</li> <li>• Demonstrates lack of self-insight and willingness to engage in self-reflection/exploration.</li> <li>• Exhibits a lack of understanding and demonstration of appropriate boundaries.</li> <li>• Exhibits a lack of emotional maturity and/or stability.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidences curiosity about topics/ issues studied.</li> <li>• Is patient and disciplined.</li> <li>• Evaluates the effects of instruction or counseling interventions.</li> <li>• Usually demonstrates flexibility and adapts processes to incorporate new information.</li> <li>• Analyzes multiple sources of information for purposes of problem-solving.</li> <li>• Considers the impact of actions on self and others.</li> <li>• Demonstrates self-insight and engages in self-reflection/ exploration.</li> <li>• Understands and demonstrates appropriate boundaries.</li> <li>• Exhibits emotional maturity and/or stability.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidences curiosity about topics/ issues studied.</li> <li>• Is patient and disciplined.</li> <li>• Seeks to continuously evaluate the effects of instruction or counseling interventions.</li> <li>• Consistently demonstrates flexibility and adapts processes to incorporate new information.</li> <li>• Analyzes and synthesizes multiple sources of information resulting in creative solutions to problems.</li> <li>• Is receptive to others.</li> <li>• Assimilates information from a variety of sources.</li> <li>• Considers the impact of actions on self and others.</li> <li>• Demonstrates high level of self-insight and engages in self-reflection/exploration.</li> <li>• Understands and models appropriate boundaries.</li> <li>• Exhibits a high level of emotional maturity and/or stability.</li> <li>• Is accurate in self-evaluation.</li> </ul>
<p><b>Self-directed</b></p>	<ul style="list-style-type: none"> <li>• Makes excuses for lack of production.</li> <li>• Blames others for mistakes.</li> <li>• Depends on others for answers</li> <li>• Waits to be told what actions to take.</li> <li>• Avoids seeking solutions to problems.</li> <li>• Lacks assertiveness or persistence.</li> <li>• Demonstrates a lack of course or program engagement (e.g., “zones out” in class).</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility for actions.</li> <li>• Seeks answers to problems independently.</li> <li>• Outlines plan of action.</li> <li>• Takes initiative in resolving problems.</li> <li>• Is assertive and persistent.</li> <li>• Demonstrates an appropriate level of course or program engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility for actions.</li> <li>• Seeks answers to problems independently.</li> <li>• Outlines plan of action and implements plan with modifications as necessary.</li> <li>• Assumes leadership role in solving problems.</li> <li>• Is creative and resourceful.</li> <li>• Takes initiative and is a self-starter.</li> <li>• Is an advocate for children and the counseling profession.</li> <li>• Is assertive and persistent.</li> <li>• Is highly engaged in course or program and seeks out additional learning experiences.</li> </ul>

## Intent To Graduate

An Intent to Graduate form, available on the College of Graduate Studies website, must be filed by the student no later than the second week of the semester in which the student plans to graduate or no later than the end of the first week of Summer Session II (for August graduation). Intent to Graduate forms can be found at [mtsu.edu/graduate/forms.php](https://mtsu.edu/graduate/forms.php).

## Final Comprehensive Examination

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

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

- Encyclopedia of Counseling (<https://Rb.gy/Msx07a>)
- Mastering the National Counselor Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE) (<https://Rb.gy/Wpwmme>)
- NCE Exam Prep (<https://Rb.gy/Bprvky>)
- NCE Exam Preparation Study Guide (<https://Rb.gy/X7hvzj>)
- Study Guide for the National Counselor Examination and CPCE (<https://Rb.gy/0xt0zl>)
- Dr. Arthur's Study Programs for the NCMHCE and NCE (<https://Rb.gy/Nz292k>)

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

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

For more information about the CPCE, visit: <https://www.cce-global.org/assessmentsandexaminations/cpce>.

## Professional Counseling Program Continuous Evaluation Policy

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

1. The admissions committee selects those applicants who best demonstrate the academic, professional, and personal characteristics desirable to fulfill the obligations of the counseling profession. Once admitted to the Professional Counseling program (or once granted permission to take courses in the Clinical Mental Health Counseling or School Counseling concentration as non-degree-seeking students), the students are asked to commit in writing to (a) a formal program of academic study and (b) an informal, self-directed process of professional and personal exploration and growth, as well as adherence to the most recent version of the American Counseling Association Code of Ethics.



2. Students in each course, including applicants to the program, are expected to demonstrate “Acceptable” or “Target” levels on each of the Professional Counselor Candidate Dispositions. Faculty members continually evaluate the students on the dispositions as part of or in addition to the class grade evaluation process. Adjunct and cooperating faculty who teach required courses in the program are encouraged to provide feedback to the core faculty on student demonstration of the dispositions.
3. In the spring semester, the Professional Counseling faculty conduct a systematic evaluation of each student’s progress in the program, utilizing the Professional Counselor Candidate Dispositions rubric and the academic requirements noted above in performance requirements. A letter is sent to each student informing them of their progress. The primary purposes of the letters are to commend those who are on track and to make suggestions to assist those who may not be making adequate academic, professional, or personal progress.
4. The Professional Counseling faculty review each student’s readiness for practicum, utilizing the student’s application and the Professional Counselor Candidate Dispositions rubric. The faculty either notify the student regarding their acceptance into practicum or notify the student regarding academic, skill and/or disposition deficits that need to be remediated prior to entering the practicum phase of training.
5. The faculty review each student’s readiness for internship utilizing the student’s application and the Professional Counselor Candidate Dispositions rubric. The faculty either notify the student regarding their acceptance into internship or notify the student regarding academic, skill and/or disposition deficits that need to be remediated prior to entering the internship phase of training.
6. In addition to the formal evaluations conducted by faculty as described in 3, 4, and 5 above, a faculty member who at any time feels that a student is demonstrating an “Unacceptable” level on a Professional Counselor Candidate Disposition may bring this to the attention of the faculty. Generally, the faculty member has an informal conference with the student to express and/or resolve concerns, although such a conference is not a mandatory part of this policy.
7. A faculty member may at any time initiate a formal evaluation of a student’s performance, especially with regard to the Professional Counselor Candidate Dispositions. The following process is observed:
  - a. The faculty member completes the Professional Counseling Program Student Support Plan (See Section XVI) and gives a copy to the Professional Counseling program coordinator or designee.
  - b. Coordinator or designee will collect further written documentation from faculty and relevant others.
  - c. Program faculty and/or subcommittee will meet to consider the situation and data collected.
  - d. Representatives of the faculty, generally the coordinator or designee and the faculty member who initiated the review, meet with the student to discuss the evaluation and to have the student sign the Professional Counseling Program Student Support Plan to indicate that they have read it.
  - e. The student is provided the opportunity to give a written or oral response to the faculty. Responses should be provided within fourteen (14) days following the meeting.
  - f. The faculty will consider the student’s response before finalizing recommendations.
  - g. The coordinator or designee will either meet with the student again or contact the student via email to share recommendations and to provide the student with information on their rights.
8. The faculty may at any point in the continuous evaluation process make recommendations for remediation. The faculty will inform the student if their continuation in the program is contingent upon the carrying out of recommendations. These may include, but are not limited to, such interventions as obtaining personal or career counseling, taking a semester or two away from classes to attempt to resolve personal issues, exploring other educational options, and taking remedial coursework. Recommendations to the student may be appealed through the appeal process for graduate students.

9. The faculty may at any point in the continuous evaluation process rule to withhold permission to a non-degree-seeking student to take classes in the Clinical Mental Health Counseling or School Counseling concentration based on the student's receipt of one or more "Unacceptable" ratings on any of the categories of the Professional Counselor Candidate Dispositions rubric.
10. Students must be able to meet the demands required for professional work in counseling. Therefore, students will be dismissed from the program if they (a) commit a serious breach of ethics or gross professional negligence; (b) demonstrate evidence of impaired psychological functioning that would present a danger to themselves or others in a professional role; or (c) engage in behavior that faculty consider to be detrimental to the best interest of clients, fellow students, and/or faculty members. Students who are dismissed may reapply and will be considered for readmission on a competitive basis. Students who reapply may be asked to present evidence of improved ability to meet performance requirements.

## Student Right to Appeal

### Grades, Appeal of Course Grades (taken from the Graduate Catalog)

An appeal is a request by a student for a determination by a Grade Appeals Committee of an assigned grade where inequities or unethical or unprofessional actions are alleged.

#### Level One

1. Student appeals should be resolved by a conference between the student and the faculty member who assigned the grade and held within 10 business days of the official start of the following semester, not including summer terms. If the grade is assigned during the fall, the timeline begins in the spring. For grades assigned during the spring or summer, the timeline begins in the fall.
2. In the event of an impasse between the student and the faculty member, a student with a grade appeal shall discuss it with the department chair/director within 10 business days of the conference with the involved faculty member. In cases where the department chair/director is the person against whom the complaint is lodged, the dean in whose college the department is located shall assume the duties of the chair/director in the investigation and decision-making.
3. The department chair/director shall investigate the circumstances and record their findings. Although the department chair/director does not have the power to change the grade, they will make a recommendation concerning the appeal. The department chair/director will send a copy of the findings and recommendation to the student and to the faculty member within 10 business days of the conference with the student. The student is required to include a copy of the department chair/director's findings and recommendation with other relevant materials submitted to request a formal grade appeal. (See Level Two below.) The recommendation and findings will become a part of the appeal record.

#### Level Two (can be initiated only after Level One has been completed)

1. If the student is not satisfied with the outcome of Level One, they may, within 15 business days following receipt of the department chair's/director's recommendation, refer the appeal, plus all relevant materials to the Office of the Provost. In addition to a copy of the department chair's/director's findings and recommendation, materials should include a written statement outlining the basis of the grade appeal. (See MTSU Grade Appeal Student Form.) The appeal to the Provost's Office must be submitted within 40 business days of the official start of the term following the grade assignment, not including summer terms. The overall Grade Appeals Committee will be divided by college into subcommittees. Each subcommittee will elect a chair. The vice provost for faculty affairs shall determine which subcommittee will hear the appeal and transmit the appeal documents to the subcommittee chair. A given subcommittee will not hear appeals originating in courses offered in its own college but will deal with appeals from other colleges.

2. Written notification of the meeting and of an opportunity to appear before the Grade Appeals Committee will be sent by the subcommittee chair to the concerned faculty member and student. The subcommittee will receive documents and hear testimony regarding the circumstances and shall render a written decision. A simple majority of members present constitutes a quorum for purposes of reaching a decision. Notification of the subcommittee's decision will be made by the subcommittee chair to the student, faculty member, department chair/director, college dean, vice provost for faculty affairs, and the registrar.
3. The decision of the subcommittee hearing the appeal will be final.

### **Appeals (Other) (taken from the Graduate Catalog)**

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

The Graduate Council and the College of Graduate Studies have approved in principle the document "Appeal Advisory Committee of the Graduate Council." Copies of this document are made available to all graduate students at the website ([mtsu.edu/graduate/pdf/StudentAppealsGradCouncil.pdf](https://mtsu.edu/graduate/pdf/StudentAppealsGradCouncil.pdf)) and in the College of Graduate Studies, Sam H. Ingram Building.

## **SECTION VIII**

# **PROGRAM GOALS, KEY PERFORMANCE INDICATORS, AND LIVETEXT**

### **Program Goals**

1. Students will acquire knowledge and skills to work with individuals across the lifespan.
2. Students will develop an appreciation of the unique contributions and concerns of diverse populations and develop skills to work with all individuals to enhance and encourage their full participation in a pluralistic society.
3. Students will develop a professional counselor identity based on strengths, wellness, empowerment, prevention, and early intervention.
4. Students will evidence commitment to the practitioner-scholar role and to ongoing professional development.
5. Students in the Clinical Mental Health Counseling concentration will learn how to plan, implement, and evaluate evidence-based programs and treatment procedures that are designed to treat psychopathology and promote optimal mental health.
6. Students in the School Counseling concentration will learn how to plan, implement, and evaluate comprehensive school counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society.
7. Students will acquire trauma-focused knowledge and skills to apply in their work with students and clients.

## Key Performance Indicators

Because the program aligns itself with standards and policies set forth by CACREP, the Professional Counseling faculty developed a series of key performance indicators (KPIs) as part of their program evaluation efforts. According to CACREP, key performance indicators are “student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives” (<https://www.cacrep.org/glossary/>). KPIs were primarily developed in relation to the eight core areas of CACREP, as well as the two specialty areas/concentrations: Clinical Mental Health Counseling and School Counseling. Finally, a program-specific KPI pertaining to the trauma-informed perspective was developed. KPIs, courses in which they appear, the point in the program at which KPIs are measured, and the measures/methods of assessment are outlined below:

Key Performance Indicator (KPI)	Courses in which KPI is measured	Point in program in which KPI is measured (multiple points in time)	Measure / Assignment / Project (multiple measures)
<b>CACREP 2016 Core Curricular Areas (2.F.1-8)</b>			
<b>1. Professional Counseling Orientation and Ethical Practice</b>			
A. Students will demonstrate skill in identifying and resolving ethical dilemmas (aligns with standard 2.F.1.i).	COUN 6230 Legal and Ethical Issues in Counseling	Beginning	Skill: Ethical dilemma case study Assessment method: Rubric
B. Student will acquire knowledge of professional counselors, the counseling profession, and ethical practice (aligns with standards 2.F.1.a & i)	COUN 6540 Internship: Clinical Mental Health Counseling COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Professional Counseling Orientation and Ethical Practice Assessment method: Exam
<b>2. Social and Cultural Diversity</b>			
A. Students will have an appreciation of the unique contributions and concerns of diverse populations and will have the ability to work with all individuals to enhance and encourage their full participation in a pluralistic society (aligns with standard 2.F.2.a)	COUN 6210 Multicultural Counseling	Middle	Skill: Role play Assessment method: Rubric
	COUN 6540 Internship: Clinical Mental Health Counseling COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Social and Cultural Diversity Assessment method: Exam

<b>3. Human Growth and Development</b>			
A. Students will acquire knowledge and skills to work with individuals across the lifespan (aligns with standard 2.F.3.a)	COUN 6765 Diagnosis and Treatment Planning in Counseling	Middle	Skill: Case study homework Assessment method: Rubric
	COUN 6540 Internship: Clinical Mental Health Counseling COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Human Growth and Development Assessment method: Exam
<b>4. Career Development</b>			
A. Students will demonstrate basic skill in applying career development theories and models to the career counseling and decision-making process (aligns with standard 2.F.4.a)	COUN 6150 Career Counseling	Middle	Skill: Career interview assignment Assessment method: Rubric
B. Students will demonstrate knowledge of career development and counseling (aligns with standards 2.F.4.a, b & e).	COUN 6540 Internship: Clinical Mental Health Counseling COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Career Development Assessment method: Exam
<b>5. Counseling and Helping Relationships</b>			
A. Students will develop a professional counselor identity based on strengths, wellness, empowerment, prevention, and early intervention (aligns with standards 2.F.5.a & j)	COUN 6230 Legal and Ethical Issues in Counseling	Beginning	Knowledge: Final exam essay question—four beliefs underlying the counseling profession Assessment method: Rubric
B. Students will apply knowledge of helping relationships (standards 2.F.5.a & g)	COUN 6270 Practicum in Counseling	Middle	Skill: Client counseling session review Assessment method: Rubric
C. Students will demonstrate knowledge of counseling helping relationships (aligns with standards 2.F.5.a, f, g, & h).	COUN 6540 Internship: Clinical Mental Health Counseling COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Counseling and Helping Relationships is part of wholistic knowledge assessment of student at end of program Assessment method: Exam

<b>6. Group Counseling and Group Work</b>			
A. Students will demonstrate knowledge of group work (aligns with standard 2.F.6.a)	COUN 6540 Internship: Clinical Mental Health Counseling  COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Group Work  Assessment method: Exam
B. Students will demonstrate basic skills in facilitating groups (aligns with standards 2.F.6.d & h)	COUN 6170 Group Counseling and Psychotherapy	Middle	Skill: Performance as group leader with classmates  Assessment method: Rubric
<b>7. Assessment and Testing</b>			
A. Students will demonstrate knowledge and skill pertaining to assessment and testing in counseling (aligns with standards 2.F.7.h & i).	COUN 6840 Measurement and Appraisal in Counseling	Beginning	Skill: Application of Tests/ Assessment Procedures Assignment  Assessment method: Rubric
	COUN 6540 Internship: Clinical Mental Health Counseling  COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Assessment and Testing  Assessment method: Exam
<b>8. Research and Program Evaluation</b>			
A. Students will evidence commitment to the practitioner-scholar role and to ongoing professional development (aligns with standards 2.F.8.a & f)	COUN 6610 Introduction to Counseling Research	Middle	Skill: Mini Course Proposal Assignment or Group Research Project (depending on size of class)  Assessment method: Rubric
B. Students will demonstrate knowledge of research and program evaluation (aligns with standard 2.F.8.f, g & h)	COUN 6540 Internship: Clinical Mental Health Counseling  COUN 6940 Internship: School Counseling	End	Knowledge: CPCE section pertaining to Research and Program Evaluation  Assessment method: Exam

**CACREP 2016 Specialty Areas (Clinical Mental Health Counseling 5.C and School Counseling 5.G)**

**9. Clinical Mental Health Counseling**

A. Students in the Clinical Mental Health Counseling concentration will learn how to plan, implement, and evaluate evidence-based programs and treatment procedures that are designed to treat psychopathology and promote optimal mental health (aligns with standards 5.C.3.a & b)	COUN 5655 Foundations of Clinical Mental Health Counseling	Beginning	Knowledge: Community-Based Program Proposal Assessment method: Rubric
	COUN 6540 Internship: Clinical Mental Health Counseling	End	Skill: Final site supervisor evaluation ratings and internship professor evaluation Assessment method: Rubric

**10. School Counseling**

A. Students in the School Counseling concentration will learn how to plan, implement, and evaluate comprehensive school counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society (aligns with standards 5.G.3.b & f)	COUN 6160 Foundations of School Counseling	Beginning	Knowledge: Comprehensive School Counseling Proposal Assessment method: Exam
	COUN 6940 Internship: School Counseling	End	Skill: Final site supervisor evaluation ratings and internship professor evaluation Assessment method: Rubric

**Program-specific (non-CACREP) goal/KPI**

**11. Trauma-Informed Perspective**

A. Students will acquire trauma-focused knowledge and skills to apply in their work with students, clients, and other relevant people.	COUN 6886 Trauma-Focused Assessment and Treatment of Children and Adolescents	Middle	Knowledge and Skill: Final case study homework assignment Assessment method: Rubric
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## Learning Activities and Experiences and Evaluation of Key Performance Indicators

Various learning activities and experiences (LAEs) are utilized to help students develop the knowledge and skills of professional counselors that are specified in the common core and specialty area standards throughout the course of their training programs. Professional Counseling faculty use the Counselor Preparation Comprehensive Examination (CPCE) to evaluate LAEs pertaining to knowledge-based KPIs. Alternatively, grading rubrics, supervisor evaluation forms, etc. are used to evaluate LAEs pertaining to skills-based KPIs.

The Professional Counseling faculty adopted a standardized metric for use with any rubric developed to assess skills. The metric is based on a 1–3 scale as follows:

Unacceptable	Acceptable	Target
1	2	3

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

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



## LiveText

All students in the College of Education—including students who have been admitted into the Professional Counseling program—are required to purchase a subscription to LiveText. This is a data management system that allows faculty members in education programs to track students' progress throughout the course of their respective programs and determine whether they are achieving learning outcomes that they established for their program, as well as College of Education outcomes. Tracking this information helps faculty pinpoint strengths and weaknesses of the program and to modify program elements, if needed, to ensure that students meet the outcomes. This is not only a requirement of the College of Education, but of CACREP. Students should purchase a subscription to LiveText upon admission into the program. It can be purchased on the LiveText website ([https://www.livetext.com/purchase\\_membership/](https://www.livetext.com/purchase_membership/)) or at Phillips Bookstore.

## SECTION IX

# COURSE OF STUDY

## Ed.S., Clinical Mental Health Counseling Concentration (61 hours)

**Prerequisite** An undergraduate course in Abnormal Psychology

<b>Professional Orientation and Ethical Practice</b>	<b>9 hrs.</b>	<b>Group Work</b>	<b>4 hrs.</b>
COUN 5655 Foundations of Clinical Mental Health Counseling		COUN 6170 Group Counseling and Psychotherapy	
COUN 6110 Introduction to Professional Counseling		COUN 6180 Laboratory in Group Counseling and Psychotherapy	
COUN 6230 Legal and Ethical Issues in Counseling		<b>Assessment</b>	<b>3 hrs.</b>
<b>Social and Cultural Diversity</b>	<b>3 hrs.</b>	COUN 6840 Measurement and Appraisal in Counseling	
COUN 6210 Multicultural Counseling		<b>Research and Program Evaluation</b>	<b>3 hrs.</b>
<b>Human Growth and Development</b>	<b>3 hrs.</b>	COUN 6610 Introduction to Counseling Research	
COUN 6410 Development Across the Lifespan		<b>Diagnostic and Treatment Applications</b>	<b>12 hrs.</b>
<b>Career Development</b>	<b>3 hrs.</b>	COUN 6765 Diagnosis and Treatment Planning in Counseling	
COUN 6150 Career Counseling		COUN 6886 Trauma-Focused Assessment and Treatment of Children and Adolescents	
<b>Helping Relationships</b>	<b>21 hrs.</b>	COUN 7520 Trauma-Informed Assessment and Treatment of Addictions	
COUN 6260 Pre-Practicum in Counseling		COUN 6850 Couples and Family Counseling: Assessment and Treatment	
COUN 6270 Practicum in Counseling			
COUN 6540 Internship: Clinical Mental Health Counseling (6 hours)			
COUN 6750 Foundations of Trauma and Crisis in Counseling			
COUN 6810 Adult Counseling			
COUN 6830 Theories and Techniques of Counseling			
			<b>61 hrs. Total</b>

## Clinical Mental Health Counseling Concentration Sequence of Courses

Level 1 courses	Introduction to Professional Counseling (COUN 6110)	Foundations of Clinical Mental Health Counseling (COUN 5655)	Theories and Techniques of Counseling (COUN 6830)	Pre-Practicum in Counseling (COUN 6260)	
Level 2 courses	Career Counseling (COUN 6150)	Legal and Ethical Issues in Counseling (COUN 6230)	Group Counseling and Psychotherapy and Lab (COUN 6170 and 6180)	Foundations of Trauma and Crisis in Counseling (COUN 6750)	Diagnosis and Treatment Planning in Counseling (COUN 6765)
Level 3 courses	Practicum in Counseling (COUN 6270)	Adult Counseling (COUN 6810)	Couples and Family Counseling: Assessment and Treatment (COUN 6850)	Trauma-Focused Assessment and Treatment of Children and Adolescents (COUN 6886)	Trauma-Focused Assessment and Treatment of Addictions (COUN 7520)
Level 4 courses	Internship: Clinical Mental Health Counseling (COUN 6540)				
Courses that can be taken anytime	Multicultural Counseling (COUN 6210)	Development Across the Lifespan (COUN 6410)	Introduction to Counseling Research (COUN 6610)	Measurement and Appraisal in Counseling (COUN 6840)	

## Clinical Mental Health Counseling Concentration—Suggested Course Schedule

Sample class schedule for student who is admitted in the spring and starts taking classes in the fall:

YEAR 1		
Fall	Spring	Summer
Introduction to Professional Counseling (COUN 6110)	Foundations of Clinical Mental Health Counseling (COUN 5655)	Multicultural Counseling (COUN 6210)
Development Across the Lifespan (COUN 6410)	Introduction to Counseling Research (COUN 6610)	Legal and Ethical Issues in Counseling (COUN 6230)
Theories and Techniques of Counseling (COUN 6830)	Pre-Practicum in Counseling (COUN 6260)	Measurement and Appraisal in Counseling (COUN 6840)
YEAR 2		
Fall	Spring	Summer
Group Counseling and Psychotherapy and Lab (COUN 6170 and 6180)	Practicum in Counseling (COUN 6270)	Career Counseling (COUN 6150)
Foundations of Trauma and Crisis in Counseling (COUN 6750)	Trauma-Focused Assessment and Treatment of Children and Adolescents (COUN 6886)	Couples and Family Counseling: Assessment and Treatment (COUN 6850)
Diagnosis and Treatment Planning in Counseling (COUN 6765)	Trauma-Focused Assessment and Treatment of Addictions (COUN 7520)	Adult Counseling (COUN 6810)
YEAR 3		
Fall	Spring	
Internship: Clinical Mental Health Counseling (COUN 6540)	Internship: Clinical Mental Health Counseling (COUN 6540)	

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

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

## Ed.S., School Counseling Concentration (61 hours)

**Prerequisite** An undergraduate course in Abnormal Psychology

### **Professional Orientation and Ethical Practice** 12 hrs.

- COUN 6110 Introduction to Professional Counseling
- COUN 6160 Foundations of School Counseling
- COUN 6165 Advanced School Counseling
- COUN 6230 Legal and Ethical Issues in Counseling

### **Social and Cultural Diversity** 3 hrs.

- COUN 6210 Multicultural Counseling

### **Human Growth and Development** 3 hrs.

- COUN 6410 Development Across the Lifespan

### **Career Development** 3 hrs.

- COUN 6150 Career Counseling

### **Helping Relationships** 21 hrs.

- COUN 6120 Counseling Exceptional Children
- COUN 6260 Pre-Practicum in Counseling
- COUN 6270 Practicum in Counseling
- COUN 6750 Foundations of Trauma and Crisis in Counseling
- COUN 6830 Theories and Techniques of Counseling
- COUN 6940 Internship: School Counseling

### **Group Work** 4 hrs.

- COUN 6170 Group Counseling and Psychotherapy
- COUN 6180 Laboratory in Group Counseling and Psychotherapy

### **Assessment** 3 hrs.

- COUN 6840 Measurement and Appraisal in Counseling

### **Research and Program Evaluation** 3 hrs.

- COUN 6610 Introduction to Counseling Research

### **Diagnostic and Treatment Applications** 6 hrs.

- COUN 6765 Diagnosis and Treatment Planning in Counseling
- COUN 6886 Trauma-Focused Assessment and Treatment of Children and Adolescents

### **Elective** 3 hrs.

**(one course below in consultation with School Counseling advisor)**

- COUN 6540 Internship: Clinical Mental Health Counseling
- COUN 6850 Couples and Family Counseling: Assessment and Treatment
- COUN 7520 Trauma-Informed Assessment and Treatment of Addictions

**61 hrs. Total**

## School Counseling Concentration Sequence of Courses

Level 1 courses	Introduction to Professional Counseling (COUN 6110)	Foundations of School Counseling (COUN 6160)	Theories and Techniques of Counseling (COUN 6830)	Pre-Practicum in Counseling (COUN 6260)	Counseling Exceptional Children (COUN 6120)
Level 2 courses	Career Counseling (COUN 6150)	Legal and Ethical Issues in Counseling (COUN 6230)	Group Counseling and Psychotherapy and Lab (COUN 6170 and 6180)	Foundations of Trauma and Crisis in Counseling (COUN 6750)	Diagnosis and Treatment Planning in Counseling (COUN 6765)
	Advanced School Counseling (COUN 6165)				
				<b>Choose one of three (below)</b>	
Level 3 courses	Practicum in Counseling (COUN 6270)	Trauma-Focused Assessment and Treatment of Children and Adolescents (COUN 6886)		Couples and Family Counseling: Assessment and Treatment (COUN 6850)	Trauma-Focused Assessment and Treatment of Addictions (COUN 7520)
Level 4 courses	COUN 6940 Internship: School Counseling	COUN 6940 Internship: School Counseling		Internship: Clinical Mental Health Counseling (COUN 6540)	
Courses that can be taken anytime	Multicultural Counseling (COUN 6210)	Development Across the Lifespan (COUN 6410)	Introduction to Counseling Research (COUN 6610)	Measurement and Appraisal in Counseling (COUN 6840)	

## School Counseling Concentration—Suggested Course Schedule

Sample class schedule for student who is admitted in the spring and starts taking classes in the fall:

YEAR 1		
Fall	Spring	Summer
Introduction to Professional Counseling (COUN 6110)	Foundations of School Counseling (COUN 6160)	Advanced School Counseling (COUN 6165)
Counseling Exceptional Children (COUN 6120)	Introduction to Counseling Research (COUN 6610)	Multicultural Counseling (COUN 6210)
Theories and Techniques of Counseling (COUN 6830)	Pre-Practicum in Counseling (COUN 6260)	Legal and Ethical Issues in Counseling (COUN 6230)
YEAR 2		
Fall	Spring	Summer
Group Counseling and Psychotherapy and Lab (COUN 6170 and 6180)	Practicum in Counseling (COUN 6270)	Career Counseling (COUN 6150)
Foundations of Trauma and Crisis in Counseling (COUN 6750)	Trauma-Focused Assessment and Treatment of Children and Adolescents (COUN 6886)	Development Across the Lifespan (COUN 6410)
Diagnosis and Treatment Planning in Counseling (COUN 6765)	Measurement and Appraisal in Counseling (COUN 6840) (Note: Take this course in summer if opting for course below)	Optional Elective Course Couples and Family Counseling: Assessment and Treatment (COUN 6850)
	Optional Elective Course Trauma-Focused Assessment and Treatment of Addictions (COUN 7520)	Optional Elective Course Internship: Clinical Mental Health Counseling (COUN 6540)
YEAR 3		
Fall	Spring	
Internship: School Counseling (COUN 6940)	Internship: School Counseling (COUN 6940)	

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

## Other Program Offering

### Ed.S. with Previous Master's Degree

Individuals who have already completed a master's degree in counseling from a CACREP-accredited program may complete a minimum of 24 hours of counseling courses in consultation with an advisor to earn an Ed.S. degree. This is a particularly attractive option to school counselors who are eligible to be moved up on their school districts' pay scales.

#### Application requirements:

1. Apply to the College of Graduate Studies.
2. Submit transcripts of previous graduate coursework to the College of Graduate Studies if not completed at MTSU.
3. No GRE or MAT admissions test is required.
4. Recommendations (using the MTSU College of Graduate Studies recommendation link) completed by three people who can vouch for the applicant and their potential to complete an Ed.S.
5. Submission of a mock or real counseling session and/or completion of an interview/participation in interview day may be required and is decided on a case-by-case basis by faculty.

Depending on which courses are taken, students may meet the requirements for licensure as a professional counselor with mental health service provider designation (LPC/MHSP) in Tennessee. Although an internship is not required for this degree only students who have graduated from MTSU's 49-hour school counseling program are eligible to take the Clinical Mental Health Counseling internship for degree and licensure purposes.

It is important to note that this degree is not accredited by CACREP as students have already graduated from a CACREP-accredited program with their master's degrees.

### Course Offerings by Semester/Summer Session

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

Course Number	Course Title	Fall	Spring	Summer
COUN 5655	Foundations of Clinical Mental Health Counseling		X	
COUN 6110	Introduction to Professional Counseling	X	X	
COUN 6120	Counseling Exceptional Children	X		
COUN 6150	Career Counseling			X
COUN 6160	Foundation of School Counseling		X	
COUN 6165	Advanced School Counseling			X
COUN 6170	Group Counseling and Psychotherapy	X	X	

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COUN 6180	Lab in Group Counseling and Psychotherapy	X	X	
COUN 6210	Multicultural Counseling			X
COUN 6230	Legal and Ethical Issues in Counseling			X
COUN 6260	Pre-Practicum in Counseling	X	X	
COUN 6270	Practicum in Counseling	X	X	
COUN 6410	Development Across the Lifespan	X		X
COUN 6540	Internship: Clinical Mental Health Counseling	X	X	X
COUN 6610	Introduction to Counseling Research	X	X	
COUN 6750	Foundations of Trauma and Crisis in Counseling	X		
COUN 6765	Diagnosis and Treatment Planning	X	X*	
COUN 6810	Adult Counseling			X
COUN 6830	Theories and Techniques of Counseling	X		X
COUN 6840	Measurement and Appraisal in Counseling		X	X
COUN 6850	Couples and Family Counseling: Assessment and Treatment			X
COUN 6886	Trauma-Focused Assessment and Treatment of Children and Adolescents		X	
COUN 6940	Internship: School Counseling	X	X	
COUN 6990	Special Topics: Private Practice for Mental Health Professionals			X
COUN 7520	Trauma-Informed Assessment and Treatment of Addictions	X	X	

\*Not consistently offered during spring



# Graduate Catalog Course Descriptions

## Professional Counseling Courses (all have COUN prefix)

**5655 Foundations of Clinical Mental Health Counseling.** 3 credit hours. Prerequisites: COUN 6110. History, roles, and duties of the professional clinical mental health counselor. Managed care and third-party reimbursement issues, administration and supervision of mental health services, and other salient issues relating to the role of the professional clinical mental health counselor.

**6110 Introduction to the Counseling Profession.** 3 credit hours. An introductory study of the counseling profession. Basic educational, historical, philosophical, and psychological foundations of counseling as well as specific traits and skills of professional counselors. Beginning level concepts and skills required for certification and licensure.

**6120 Counseling Exceptional Children.** 3 credit hours. Examines the assessment and placement needs of exceptional children in the school setting and explores the strategies for counseling and guidance. Emphasis will be placed on lifespan, diversity, and ethical issues for professional school counselors.

**6150 Career Counseling.** 3 credit hours. Prerequisites: COUN 6110 and 6230 or permission of department. History, theory, and issues related to career development, career choice, and career education. Demonstration of the ability to teach career information seeking behavior and decision-making skills.

**6160 Foundations of School Counseling.** 3 credit hours. Prerequisite: COUN 6110. History, foundation, philosophy, and principles of developmental school counseling; roles and functions of school counselors, including professional and personal requirements.

**6165 Advanced School Counseling.** 3 credit hours. Prerequisite: COUN 6160; permission of department. Utilizes data to create and maintain a comprehensive and data-driven school counseling program within the K–12 educational system. Emphasis on the American School Counseling Association (ASCA) National Model, the ASCA Professional Competencies, and the ASCA Ethical Standards.

**6170 Group Counseling and Psychotherapy.** 3 credit hours. Prerequisites: COUN 6260 and 6830; permission of instructor. Corequisite: COUN 6180. Group process, ethics, and techniques. Application of counseling theory, group procedures, sociometrics, and group dynamics to interpersonal relations, mental health, school, and industrial settings. Supervised experience. Liability insurance required prior to enrollment.

**6180 Laboratory in Group Counseling and Psychotherapy.** 1 credit hour. Taken in conjunction with COUN 6170. Students will experience group processes as members of a growth group during the first half of the semester and will demonstrate group skills as leaders of group session(s) during the second half of the semester.

**6210 Multicultural Counseling. 3 credit hours.** A theoretical and skill development course related to the field of Professional Counseling. Information provided to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to create helping relationships with ethnically and culturally diverse clients.

**6230 Legal and Ethical Issues in Counseling.** 3 credit hours. Prerequisite: COUN 6110. Legal, ethical, and professional issues pertaining to the practice of school and clinical mental health counseling.

**6260 Pre-Practicum in Counseling.** 3 credit hours. Prerequisite: COUN 6110 or permission of instructor. Introduces basic communication skills, techniques, and process involved in working with clients in a counseling relationship; extensive role-play practice with peer and faculty feedback. Liability insurance required prior to enrollment.

**6270 Practicum in Counseling.** 3 credit hours. Prerequisites: COUN 6170, 6180, 6230, 6260, 6830; permission of instructor. Practical supervised experience in individual and group counseling in a mental health or school setting and MTSU Center for Counseling and Psychological Services; audio and/or videotaping of sessions for peer and faculty feedback. Liability insurance required prior to enrollment.

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**6410 Development across the Lifespan.** 3 credit hours. Theories and characteristics of human development covering the lifespan.

**6540 Internship: Clinical Mental Health Counseling.** 3–6 credit hours. Prerequisites: COUN 6270 and permission of the Professional Counseling faculty. Supervised internship in a clinical/agency setting with a minimum of 40 percent direct service (i.e., counseling and related activities) hours. May be repeated; enrollment must be continuous.

**6610 Introduction to Counseling Research.** 3 credit hours. Prerequisite: An undergraduate statistics course. Common methods used by researchers and practitioners to answer questions pertaining to counseling-related phenomena including quantitative and qualitative methods, action research, needs assessment, and program evaluation.

**6750 Foundations of Trauma and Crisis in Counseling.** 3 credit hours. Prerequisite: COUN 6110. Prevalence of different types and diagnostic criteria for trauma across populations, the fundamental aspects of trauma-informed care as a best practice philosophy to counseling and service provision, and the roles and responsibilities of professional counselors in relation to crisis and crisis management.

**6765 Diagnosis and Treatment Planning in Counseling.** 3 credit hours. Prerequisites: COUN 6110 and 6830. Development of skills in the diagnosis and treatment of select mental disorders across the lifespan. Treatment planning strategies using empirically based treatment interventions.

**6810 Adult Counseling.** 3 credit hours. Prerequisites: COUN 6110, 6260, and 6830. Analysis of common issues encountered when counseling adults. Development of case conceptualization, treatment planning, and counseling intervention skills. Examines counseling as a process.

**6830 Theories and Techniques of Counseling.** 3 credit hours. Survey of leading counseling theories, including applications of theories to case studies. Demonstration and practice of specific techniques.

**6840 Measurement and Appraisal in Counseling.** 3 credit hours. Individual and group approaches to measurement and appraisal in counseling. Psychometric properties of tests and how to select administer, and/or interpret aptitude, achievement, intelligence, personality, performance, and interest tests for use in counseling-related activities.

**6850 Couples and Family Counseling: Assessment and Treatment.** 3 credit hours. Prerequisites: COUN 6110, 6260, and 6830. Examines major models and techniques of couples and family counseling. Emphasis on assessment, treatment, and treatment planning as well as lifespan, diversity, trauma, and ethical issues for practitioners of couples and family counseling.

**6886 Trauma-Focused Assessment and Treatment of Children and Adolescents.** 3 credit hours. Prerequisites: COUN 6110, 6260, and 6830. Examines theories and techniques pertaining to child and adolescent counseling with an emphasis on the impact of traumatic events on children and adolescents' cognitive, neurobiological, and psychological development.

**6940 Internship: School Counseling.** 3–6 credit hours. Prerequisites: COUN 6270 with B- or better and permission of the Professional Counseling faculty. Supervised internship in a school setting with a minimum of 40% direct service (i.e., counseling and related activities) hours.

**6990 Special Topics: Private Practice for Mental Health Professionals.** 3 credit hours. Prerequisite: Permission of department. Identifies the components of successful private mental health practices and offers preparation for students to start and operate such practices.

**7520 Trauma-Informed Assessment and Treatment of Addictions.** 3 credit hours. Prerequisite: COUN 6110. An introductory study of the etiology and treatment of addictive behaviors. Theories linked with addiction to biological, psychological, and other factors will be evaluated critically with an emphasis on understanding the impact of trauma on addictive behaviors. Clinical models (e.g., developmental, solution-focused, biopsychosocial, motivational interviewing, stages of change, self-help) reviewed.

# GROUP LABORATORY, PRACTICUM, AND INTERNSHIP REQUIREMENTS

## Group Laboratory

Students will be required to participate in COUN 6180, Laboratory in Group Counseling and Psychotherapy. This 10-hour experience is composed of two separate parts. During the first half of the lab experience, students participate as members of a growth group (as required by CACREP) in order to learn more about themselves, their feelings, and their interactions with others. The members will be asked to participate as much as possible in the process from their own frames of reference and to express their own feelings, but they may share as much or as little personal information as they choose, and they may “pass” or participate at the “role-play” level when they feel uncomfortable doing otherwise.

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

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

## Practicum

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

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

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

## Internships

The internship experience serves as the culmination of the training program, giving students an opportunity to integrate and to apply the skills and knowledge obtained in the core curriculum. The internships provide students with supervised experiences working as a counselor in a school or mental health setting. Students in the Clinical Mental Health Counseling concentration are required to complete a 600-hour internship in one mental health setting over the course of two consecutive semesters.

Students in the School Counseling concentration are required to complete two 300-hour internships, in an elementary (PreK–5) setting and/or in a secondary (6–12) setting. Students may also complete one 600-hour internship in an elementary or secondary setting with permission of the School Counseling coordinator.

Permission to take an additional class during a semester of internship must be granted by a student's advisor.

## Selecting the Internship Site

The responsibility for selecting an internship site rests with students. However, students must consult with the professor who will be teaching the internship course as well as their advisor concerning potential sites and receive approval for the site two semesters prior to enrollment. Clinical Mental Health Counseling students should arrange their internship placements a year in advance of the start of internship. School Counseling students who wish to complete their internship experience in a Metro Nashville, Franklin Special District, Maury County, or Williamson County school must confer with their professor to determine the current procedure for finding a school in these districts. Students should NOT contact personnel in these districts directly. The professor or School Counseling coordinator (Tiffany Wilson) will contact them for you.

According to CACREP requirements, internship supervisors must complete supervisor orientation with the Professional Counseling faculty prior to or at the beginning of the internship semester.

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

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

NOTE: Students should make an appointment with the internship instructor and/or their advisor two semesters prior to enrolling in internship to discuss placements.

## PERSONAL COUNSELING

As of fall 2020, personal counseling is now required for all students, both degree-seeking and non-degree-seeking. For degree-seeking students, personal counseling must be obtained prior to being admitted to practicum.

With this new requirement, faculty worked to find appropriate resources for counseling, which include former students in private practice and local agencies with sliding scales. Please contact your advisor to access these resources.

Below is the program policy:

The mission of the Professional Counseling program is to help students develop essential knowledge, skills, and dispositions to function successfully as trauma-focused professional counselors working in mental health agencies, private practice, or elementary, middle, and high schools. Due to the nature of trauma work, the faculty believe that personal counseling is essential for students to establish effective mental health practices prior to working with clients. Therefore, students are required to complete personal counseling prior to beginning their practicum experience.

- Requirement steps:
1. Identify a counselor.
  2. Make an appointment.
  3. Attend a minimum of three (3) sessions.
  4. Have your counselor complete the verification form.

It is important to recognize that while three sessions are required, you should negotiate with your counselor the number of sessions you should attend. More sessions may be helpful.

This requirement should be completed prior to your practicum. You will be asked to submit the verification form with your practicum readiness form.

## PROFESSIONAL LIABILITY INSURANCE

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

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

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

Below is a list of sources for professional liability insurance. Middle Tennessee State University, the Womack Educational Leadership Department, and Professional Counseling faculty do not endorse or recommend any particular agency or carrier. Students are encouraged to check with each company to compare rates, amounts of

coverage, etc. Students are free to choose whichever carrier they like. (Note: Some professional organizations offer liability insurance for free or at a discounted rate to students.)

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

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

## Professional Liability Insurance Sources

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

### **American Counseling Association**

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

### **American School Counseling Association**

1101 King Street, Suite 310  
Alexandria, VA 22314  
1-703-683-2722  
<https://www.schoolcounselor.org/>

### **American Professional Agency Inc.**

95 Broadway  
Amityville, NY 11701  
1-800-421-6694  
<http://www.americanprofessional.com>

### **Healthcare Providers Service Organization (HPSO)**

1100 Virginia Drive, Suite 250  
Fort Washington, PA 19034  
1-800-982-9491  
<http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>

### **CPH & Associates** (via Tennessee Licensed Professional Counselors Association)

711 S. Dearborn St., Suite 205  
Chicago, IL 60605  
1-800-875-1911  
<http://www.cphins.com>

### **American Mental Health Counselors Association**

107 S. West St., Suite 779  
Alexandria, VA 22314  
1-703-548-6002  
<https://www.amhca.org/members/student>

# LICENSURE AND CERTIFICATION

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

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

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

## School Counseling Licensure

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

- request and obtain recommendation from a committee of faculty (Completion of the program is not a guarantee of the recommendation for licensure.)
- take and pass the PRAXIS II—Instructional Support Personnel, Professional School Counselor with a minimum passing score specified by the Tennessee Board of Education during their last year of the program (<https://www.ets.org/praxis/tn/requirements>)
- complete an application and a final transcript to the MTSU College of Education Office of Teacher Licensure and Professional Laboratory Experiences (COE 214; 615-904-8001) after the degree has been conferred.

### I. School Counseling Job-Embedded License

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

The following guidelines are in effect in the Tennessee Licensure Standards: Professional School Counselor Pre-K through 12. (See MTSU requirements at [mtsu.edu/education/docs/MTSU\\_SCCO\\_Job-Embed\\_Lic\\_Req.pdf](https://www.mtsu.edu/education/docs/MTSU_SCCO_Job-Embed_Lic_Req.pdf))

### II. School Counselors with a Limited Endorsement

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

A counselor who does not have the experience noted above and would like to obtain PreK–12 license through the MTSU Professional Counseling program should contact Tiffany Wilson ([Tiffany.Wilson@mtsu.edu](mailto:Tiffany.Wilson@mtsu.edu)) for a

transcript analysis. The applicant would then apply for admission to the Professional Counseling program under the “Addition of School Counseling Classes to Previous Master’s” category. This student would need to participate in an individual interview prior to admission, which may take place during the degree-seeking admission process.

If the student is approved to take classes in the School Counseling concentration, the applicant will be required to complete the following:

<b>1. Take these courses (whichever are lacking on transcript)</b>	Credits
COUN 6940 Internship: School Counseling (600 hours)	6
COUN 6160 Foundations of School Counseling	3
COUN 6165 Advanced School Counseling	3
COUN 6120 Counseling Exceptional Children	3

**AND other courses as determined by faculty through transcript evaluation**

- 2. Take and pass the PRAXIS** (Instructional Support Personnel, Professional School Counselor with the currently required passing score)

### III. School Counseling Students In The Final Year Of The Master’s Program

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

### IV. Graduates of a Community/Agency (or closely related) Counseling Master’s Program

Candidates holding a graduate degree in community/agency counseling or other closely related field who wish to enroll at MTSU to work under a Job-Embedded Practitioner License should contact Tiffany Wilson for a transcript analysis. These individuals must have completed at least 24 appropriate core hours and should apply for admission to the Professional Counseling program under the “School Counseling License Track: Adding to Previous Master’s” category. Applicants must participate in an admission interview and submit a demonstration of counseling skills (via recorded session).

## Endorsement Policy

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

In accordance with section F.1.h. of the ACA Code of Ethics, the Professional Counseling faculty do not endorse students for certification, licensure, or employment when they believe students are not qualified for the endorsement. Faculty also take reasonable steps to assist students who are not qualified for endorsement to become qualified.



## Written Endorsement Policy

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

- a. Successful completion of all program requirements for the Educational Specialist degree in Professional Counseling or, in the case of non-degree-seeking students who are taking additional courses beyond a previously issued master's degree for purposes of becoming licensed as school counselors, successful completion of all requirements as specified by the Professional Counseling faculty. In the case of School Counseling students who are applying for a Job-Embedded Practitioner License in order to be employed in a school counselor role during their internship year, Professional Counseling faculty will take into consideration successful completion of all program requirements up to that point in their degree program.
- b. Ratings in the "Acceptable" or "Target" ranges in all areas of the Professional Counselor Candidate Dispositions rubric (i.e., Collaborative, Ethical, Professional, Reflective, Self-Directed, and Critical Thinking) assigned by the Professional Counseling faculty in all courses.
- c. Extraneous variables/characteristics which may be unique to the student for whom recommendations are being written (e.g., unique characteristics and/or experiences).

## National Certified Counselor (NCC)

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

The Graduate Student Application for the NCC credential (GSA-NCC) is available to students currently enrolled in CACREP-accredited counseling programs. Students who pass the NCE and submit all required documentation are eligible for the NCC following graduation. Beginning in 2023, the NCC will be available only for graduates from CACREP-accredited programs.

The following are some advantages of the GSA-NCC:

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

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



# PROFESSIONAL ORGANIZATIONS

Students are encouraged to become involved in professional national, state, and regional counseling organizations while working on their degrees. Faculty can sign applications so that students may qualify for reduced student rates.

## **American Counseling Association**

<https://www.counseling.org/membership/join-reinstate>

## **American School Counselor Association**

<https://www.schoolcounselor.org/Membership/Join-Renew>

## **American Mental Health Counselors Association**

<https://www.amhca.org/members/joinamhca>

## **Tennessee Licensed Professional Counselors Association**

<https://tlpca.net/become-a-member/>

## **Tennessee Counseling Association**

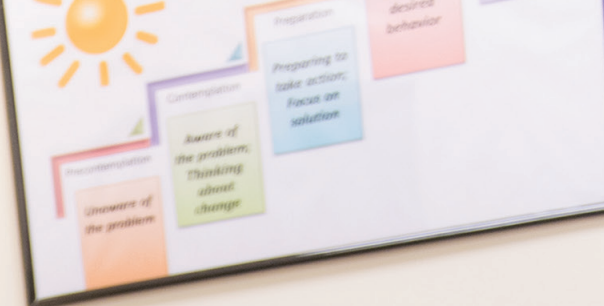
<https://www.tcacounselors.org/membership>

## **Tennessee School Counselor Association**

<https://tennesseeschoolcounselor.org/join-us>

## **Tennessee Mental Health Counselors Association**

<https://www.tcacounselors.org/tmhca>



## OFFICIAL COMMUNICATION

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

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

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



# PROFESSIONAL COUNSELING PROGRAM STUDENT SUPPORT PLAN

Course enrolled: \_\_\_\_\_ Date: \_\_\_\_\_

This form is applicable to students who are completing the Ed.S. program in Clinical Mental Health Counseling or School Counseling or license-only School Counseling students concerning their retention in the program in the Womack Educational Leadership Department at Middle Tennessee State University. Any instructor of a course required to meet the approved program of study may submit a Professional Counseling Program Student Support Plan if the instructor identifies challenges, limitations, and/or concerns that the student is experiencing in their course(s).

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

Student's Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

Program \_\_\_\_\_

Program Advisor \_\_\_\_\_

Please state the nature of the challenges/limitations/concerns.  
Provide specific examples that will support the need for the support plan.

Signature, Faculty Member

Date

Signature, Student

Date

(The student's signature indicates only that the student has read the plan.)

The student will be provided the opportunity to give a written or oral response to the faculty. The faculty will consider the student's response before finalizing recommendations. The coordinator or designee may meet with the student again to share possible recommendations or remediations and to provide the student with information on her/his/their rights.

**Copies go to: Professional Counseling program coordinator, faculty member(s), and student.**

**If applicable, copies will be sent to Womack Educational Leadership Department chair and/or dean of College of Education.**

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TENNESSEE**  
  
STATE UNIVERSITY.

I AM *true* **BLUE**.