



**Student Handbook
for the
Master's in Counseling Programs
*2023-2024***

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Section 1

Introduction

This handbook is designed for students and faculty as a guide to the graduate counseling program in the Department of Counseling and Psychology at Tennessee Technological University. It contains answers to the most frequently asked questions regarding admission to any program in the Counseling and Psychology Department. The following programs are offered: Master of Art (M.A.), Education Specialist (Ed.S.), and Doctor of Philosophy (Ph.D.). Both Master of Art and Education Specialist programs offer two concentrations in Clinical Mental Health Counseling (CMHC) and School Counseling (SC), while the Ph.D. offers a terminal degree in Counseling and Supervision. The purpose of this handbook is to offer a clear and detailed guide to admission criteria, degree requirements, student responsibilities, and advisement relevant to the Master's programs in the department. Our aim is that this guide will inform students and faculty while facilitating appropriate advisement for aforementioned programs. For topics not covered in this handbook, students are referred to the TTU Graduate Website (available online at: https://www.tntech.edu/graduatestudies/pdf/grad_student_info/Handbook-2018-19-web.pdf).

Section 2

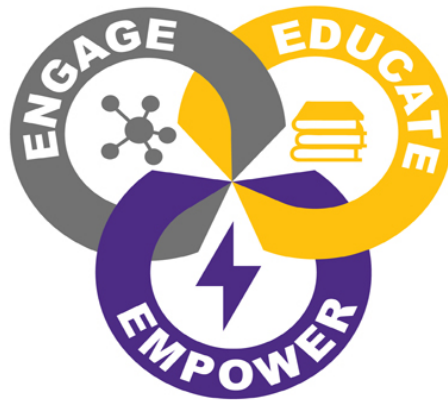
Statements, Missions, and Descriptions

University Mission and Vision Statement

Tennessee Technological University advances and applies knowledge to expand opportunity and economic competitiveness for the University and its graduates, as well as the region at large. As a comprehensive STEM-infused institution, Tennessee Tech delivers enduring education and engages in relevant research providing outcomes that are used in collaboration with the surrounding community and for its benefit. Tennessee Tech has achieved national prominence through its engaged students, dedicated faculty, and career-ready graduates who are known for their creativity, tenacity, and analytical approach to problem solving.

The College of Education Mission Statement

The mission of the College of Education is to provide unique and rigorous, learner-centered, academic experiences enabling our students to achieve their highest potential as perpetual learners, esteemed professionals, and contributing citizens.



College of Education Conceptual Framework

Prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

Counseling and Psychology Department Mission

The Department of Counseling and Psychology has a primary mission of offering strong academic programs at both the undergraduate and graduate levels. Our undergraduate psychology program enjoys the distinction of requiring a senior thesis for all students graduating with a bachelor's degree. Our graduate programs prepare students to assume professional roles in the mental health field as counselors and supervisors, as well as roles in the public-school system as school psychologists and school counselors.

Rigorous didactic experiences are a vital component of the academic mission of the department. A committed faculty challenges and supports students as they rise to the next level of their academic development through enlightened instruction and scholarly activities. The department further prioritizes an environment that protects and promotes human welfare and equal opportunity for the University community, the Upper Cumberland region, the state, and the nation.

Conceptual Framework

The programs and courses of the Counseling and Psychology Department conform to the mission statement and conceptual framework of Tennessee Technological University's College of Education. Graduates are trained and assessed in areas of professional knowledge, performance, and dispositions specific to their majors and culminating in the development of "competent, caring professionals for a diverse technological society."

Counseling Program Mission

- Our program is committed to developing professional counselors who are competent, caring, and prepared to meet the mental health needs of a culturally diverse and technological society.
- Special emphasis is placed on personal development as well as professional development to become effective mental health service providers for the larger community and region.
- The program is committed to serving the diverse population of the region and strives to recruit students and faculty that are representative of the diversity in the region.

Program Description Clinical Mental Health Counseling Concentration

- The Clinical Mental Health Counseling Concentration prepares graduates to provide mental health services to individuals and groups in public and private settings.
- Graduates of this program often obtain LPC licensure with Mental Health Service Provider endorsement, which allows them to work with cases requiring diagnostic and clinical interventions.
- Licensure requires supervised clinical experience beyond the hours required for the degree.

Program Description for School Counseling Concentration

- School counselors are qualified to address all students' academic, career, and social/emotional development needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and enhances student success (American Association of School Counseling - ASCA).
- Graduates of this program often obtain licensure through the TN Department of Education.

Accreditation

The Clinical Mental Health Counseling (CMHC) program is state approved and SACS-COC accredited and the Master's CMHC program is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The School Counseling Program is state approved, SACS-COC accredited, and Council for the Accreditation of Educator Preparation (CAEP) accredited. The School Counseling Program is also aligned with CACREP 2016 Standards for School Counseling.

Section 3

Concentration Goals and Learning Objectives

Clinical Mental Health Counseling Program Goal

The Clinical Mental Health Counseling program prepares students to engage in clinical settings as competent, ethical providers promoting client wellness through prevention, diagnosis, and treatment of emotional, behavioral, and related disorders which interfere with mental health. Graduates should be aware that degree completion and licensure are separate processes. Additional steps are required beyond completion of this 60-hour master's program in order to obtain state licensure as LPC with MHSP designation (Licensed Professional Counselor, Mental Health Service Provider). Upon fulfillment of the criteria prescribed by the state licensing board, licensees are permitted to engage independently in the practice of counseling as private practitioners. Additional information regarding Professional Counselor licensure requirements for the state of Tennessee is in Section 9.

Clinical Mental Health Counseling Program Objectives

The Masters of Arts Degree in Clinical Mental Health Counseling is designed to prepare professionals to provide clinical counseling services to a broad population of clients in a range of professional settings (e.g., clinics, hospitals, school-based mental health programs, and private practice). This master's degree program is specifically for individuals who possess at least a bachelor's degree and are interested in becoming clinical mental health counselors. Students are required to complete 60 hours of coursework specifically related to clinical mental health counseling.

1) Education of Counseling Students

- a. To educate Clinical Mental Health Counseling students to meet all Tennessee standards for licensure as Licensed Professional Counselors/Mental Health Service Provider.
- b. To provide training across the 8 common core areas as identified by CACREP. These are: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth & Development, Career Development, Counseling and Helping Relationship, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation
- c. To promote key stakeholders' confidence in the Clinical Mental Health Counseling program's ability to train students in the skills and dispositions of professional counselors.

2) Advancement of Program Excellence

- a. Promote professional mental health counselor identity with students through involvement in professional counseling organizations.
- b. That our faculty contribute to the field of Counseling, Counselor Education, and Mental Health at the national level through publications, presentations, membership in professional counseling organizations and service.

- c. To maintain our CACREP accreditation for Clinical Mental Health Counseling

3) Community Service

- a. To provide service to counseling interns in a range of mental health professional settings (e.g., clinics, hospitals, school-based mental health programs, and private practice).
- b. To provide service to the greater Upper Cumberland area through Continuing Education workshops, pro bono presentations, and consultation.
- c. Provide service to the mental health profession.

School Counseling Program Goal

The goal of the School Counseling Program is to prepare graduates to work with students, families, communities, faculties, and staff to address issues that have a substantial impact on student academic, personal/social, and career development in the school setting. Licensure as a school counselor requires additional steps following completion of the master's degree including qualifying scores on all required assessments and recommendation for licensure by the counselor preparation provider. The licensure process is based on standards which are mandated by the TN State Board of Education. Currently, the State of TN requires all school counseling preparation programs to be aligned to CACREP standards. Additional information regarding School Counselor licensure requirements for the state of Tennessee is located in Section 9.

School Counseling Program Objectives

The Masters of Arts Degree in School Counseling is designed to prepare professionals to provide school counseling services in educational settings. This master's degree program is specifically for individuals who possess at least a bachelor's degree and are interested in becoming school counselors. Students are required to complete 60 hours of coursework specifically related to school counseling.

1) Education of Counseling Students

- a. To educate and prepare School Counseling students who meet all Tennessee standards for licensure as School Counselors.
- b. To provide training across the 8 common core areas as identified by CACREP. These are: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth & Development, Career Development, Counseling and Helping Relationships, Group

Counseling and Group Work, Assessment and Testing, Research and Program Evaluation

- c. To promote key stakeholders' confidence in the School Counseling program's ability to train students in the skills and dispositions of professional counselors.

2) **Advancement of Program Excellence**

- a. Promote professional school counselor identity with students through involvement in professional counseling organizations.
- b. That our faculty contribute to the field of Counseling, Counselor Education, and School Counseling at the national level through publications, presentations, and membership in professional counseling organizations and service.
- c. To obtain and maintain CACREP accreditation for our School Counseling program.

3) **Community Service**

- a. To provide service to school counseling interns in various school settings in the Upper Cumberland area.
- b. To provide service to the greater Upper Cumberland area through Continuing Education workshops, pro bono presentations, and consultation.
- c. Provide service to the school counseling profession.

CACREP Standards

The Departmental objectives for the Counseling Program identify specific competencies that students are expected to successfully attain upon completion of either area of concentration. Eight required core curriculum areas represent the foundational knowledge required of all graduates of entry-level counselor education programs. Programs of study and curriculum information are outlined in Section 5.

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

Clinical Mental Health Counseling Concentration

In addition to the CACREP core competencies, students pursuing the CMHC concentration will also demonstrate the knowledge and skills necessary to address a wide variety of scenarios within the context of clinical mental health counseling.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological, medical foundation, and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling

- m. record keeping, third party reimbursement, and other practice management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

School Counseling Concentration

In addition to the CACREP core competencies, School Counseling students who are preparing to specialize as school counselors will also demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams

- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

Methods of Instruction

To assist students in mastering the knowledge, skills and disposition necessary for success as a professional counselor, the program employs various methods of instruction geared toward adult learners. These include:

- Campus-based didactic classes
- Online didactic classes
- Hybrid didactic classes (online and in-person classes)
- Campus-based experiential classes
- Supervised fieldwork experiences
- Faculty-guided independent study

Section 4

Program Application and Admission

- Students seeking admission to the TTU Counseling Program must first submit an application to the Graduate School at Tennessee Tech. Application forms may be found online at: www.tntech.edu/graduatestudies/admissions.php. Once processed by the Graduate School, applications will then be reviewed by the Counseling and Psychology Departmental Graduate Admissions Coordinator. Applicants being considered for admittance into the program must complete the following minimum requirements listed below. Though provision of these items is a requirement, a final decision regarding admission is also influenced by the quality of the materials submitted as well as the outcome of an interview process as described below. Admission requirements are as follows: and submit the graduate school application form online along with payment of the admission fee.
- Submit satisfactory test scores on the General Record Exam. A minimum score of 146 on the verbal reasoning portion, a minimum score of 140 on the quantitative reasoning, and a 4.0 on the analytical writing portion is desired for applicants. GRE scores are not weighted more heavily than other admission requirements. During the COVID-19 Pandemic the GRE admission requirement will be waived. Contact department faculty regarding current GRE requirements at the time of application.
- Provide three letters of recommendation for graduate study from faculty members or other persons having sufficient knowledge of the applicant's professional qualities or potential for success as a graduate student.
- Request submission of official transcripts from the institution at which the applicant's Bachelor's degree was earned and institutions attended since completion of the degree.
 - The Bachelor's degree transcript should reflect a minimum GPA of 2.75 on a 4.0 scale.
- Provide a Statement of Purpose communicating intent of admission to the program.
- All applicants from countries in which the official language is not English are required to submit evidence of proficiency in English.
- Successful applicants will participate in an interview with program faculty serving on the Counseling Program Graduate Admission Committee under the following conditions:

- Applicants will be provided with a link to complete a Counseling Program Admission Interview Questionnaire via TK20.
- After faculty review of TK20 questionnaire, an applicant may be invited to participate in an interview with Counseling Program Graduate Admissions Committee members.
- Upon successful completion of the questionnaire, the interview, and provision of all aforementioned admission documents, the applicant will be admitted into the program with Full Standing status.
- Applicants will be assigned a faculty advisor to assist them throughout their time in the program. The advisor will serve as a resource for students regarding questions related to class scheduling and various academic issues.
- Students will be required to meet with their advisor each semester before registration to ensure appropriate classes are selected and done so in the proper sequence.
- **It is the STUDENT'S responsibility to schedule advisement in order to create a program of study.**

Other Admission Deadlines and Concerns

The Counseling Program at TTU accepts a cohort of students each Fall, but please note that space in the Counseling Program is limited; qualified applicants who apply late may be placed on a waiting list for admission in a later semester. The application date for early Fall admission is April 1 and for late consideration, July 1. However, completed applications are processed on a rolling basis throughout the year and admission to the program is ongoing.

Students admitted under Provisional Standing as a result of incomplete or inadequate admission requirements, must resolve deficiencies prior to enrollment in a second semester. Lack of test scores or unsuccessful interview will restrict enrollment to a maximum of nine hours.

Application Limit. Applicants to Counseling and Psychology programs may reapply only once after initial application has been denied. Regardless of the situation, the Department will not accept a third application to any of its programs.

Acceptance by the TTU Graduate School does NOT guarantee admission into TTU's Counseling Program.

Counseling Program Graduate Admissions Committee

This committee is composed of the Counseling Program graduate faculty. This committee has authority to approve or deny graduate applications to the program. Upon receipt of the completed admissions folder from the Graduate School, responses to online interview questions delivered via Tk20, and inclusion of the results of the preadmission interview, the Departmental Graduate Admissions Committee will meet on a set date (following the priority admission deadline) to review applications. A standard review rubric will be used to determine whether criteria have been met for admission. The final decision of the committee will be based on a holistic review of all submitted materials and records. A departmental review will be completed by the committee and will include a final recommendation to the Graduate School via the AppReview portal. A denial will be accompanied by the committee's rationale and possible recommendations for a Personal Development Plan. Applicants will be notified of the decision by the committee and by a letter from the Graduate School. The Departmental Graduate Admissions Committee has the authority to accept or deny admission to any applicant based on the criteria listed above.

Diversity Plan

The faculty, staff, and students in the Counseling Program at Tennessee Tech University believe that cultural diversity enriches the learning community and is an essential component of meaningful and relevant educational experiences. Cultural diversity includes, but is not limited to, differences in physical ability, age, class, gender, ethnicity, race, religion, language, national origin, and sexual orientation.

Our program supports a learning community that affirms cultural diversity by:

- Establishing an environment of mutual respect that encourages an open exchange of ideas and perspectives through constructive dialog regarding the program and curriculum.
- Including curricula with contributions from diverse individuals and covers the needs of culturally diverse populations.
- Maintaining a learning environment that is free from harassment and discrimination.
- Providing a variety of support services to realize each student's potential (e.g., Counseling Center, Women's Center, Student Health Center, Disability Services, and the International Education Center).

- Sharing our statement with the community and prospective students on our website.
- Evaluating coursework in terms of the goals of the diversity policy.
- Including diversity-related competencies in students' professional portfolios.
- Encouraging the consideration of diversity issues in non-classroom activities, such as practicums, internships, etc.
- Recruiting and retaining students, staff, and faculty who are members of underrepresented or marginalized groups. For example, we recruit candidates for faculty positions by advertising for those positions in national publications, and employment list serves and sending recruitment letters to historically Black institutions in the surrounding region. We also work with the Graduate School to recruit more ethnically and racially diverse students by providing information about the Counseling program to minoritized undergraduate students at surrounding colleges and universities and by offering minority assistantships.

Section 5

Developing a Program of Study

The Committee Chair also serves as the student's advisor of record as well as the committee chair for the program of study. Students must complete and submit a program of study at the beginning of their first term. Program of Study form may be found here: [Program of Study Form M.A. Counseling and Psychology](#)

Program of Study - Clinical Mental Health Counseling Concentration (60 hours, See Two Year Plan for strategic matriculation)

1. Professional Orientation and Ethical Practice - 3 hrs.
COUN 6300, Orientation to Counseling: Foundations, Ethical, and Legal Issues
2. Social and Cultural Diversity - 3 hrs.
COUN 6380, Introduction to Multicultural Counseling
3. Human Growth and Development - 3 hrs.
COUN 6000, Counseling Across the Lifespan
4. Career Development - 3 hrs.
COUN 6410, Career Development
5. Helping Relationships - 15 hrs.
COUN 6360, Counseling Skills
COUN 6362, Counseling Theories
COUN 6800, Practicum in Counseling

COUN 6820, Internship in Clinical Mental Health Counseling
COUN 6821, Internship in Clinical Mental Health Counseling
6. Group Work - 3 hrs.
COUN 6320, Group Counseling
7. Assessment - 3 hrs.
COUN 6670, Assessment in Counseling
8. Diagnostic and Treatment Applications** - 9 hrs.
COUN 7600, Diagnosis and Treatment
COUN 6460, Addiction Counseling
COUN 6680, Trauma, Grief, and Crisis Counseling
9. Guided Electives* - 6 or 9 hrs.
COUN 7300, Seminar in Counseling
COUN 6385, Counseling Children and Adolescents
COUN 6370, Family Counseling
COUN 6630, Theories of Personality
COUN 6430, Neuroscience for Counselors
COUN 7360, Couples Counseling
8. Research and Program Evaluation* - 9 hrs.
PSY 6310, Statistics
OR
PSY 7310, Advanced Statistics
FOED 6920, Educational Research
OR
PSY 7900, Independent Study in Psychology
PSY 6990, Research and Thesis
PSY 6310, Statistics
OR
PSY 7310, Advanced Statistics
PSY 6930, Interpreting and Applying Psychological Research
* Guided Elective

*These courses are recommended for the MHSP designation for LPC in TN

**Please contact your advisor if you are interested in a thesis option. More information is available in Section 6.

Program of Study - School Counseling Concentration
(60 hours, See Two Year Plan for strategic matriculation)

1. Professional Orientation and Ethical Practice - 6 hrs.
COUN 6300, Orientation to Counseling: Foundations, Ethical, and Legal Issues
COUN 6335, Professional Issues in the Educational Settings
2. Social and Cultural Diversity - 3 hrs.

COUN 6380, Introduction to Multicultural Counseling
3. Human Growth and Development - 3 hrs.
COUN 6000, Counseling Across the Lifespan
4. Career Development - 3 hrs.
COUN 6410, Career Development
5. Helping Relationships - 15 hrs.
COUN 6360, Counseling Skills
COUN 6362, Counseling Theories
COUN 6800, Practicum in Counseling
COUN 6830, Internship in School Counseling
COUN 7830, Internship in School Counseling
6. Group Work - 3 hrs.
COUN 6320, Group Counseling
7. Assessment - 3 hrs.
COUN 6670, Assessment in Counseling
8. Administration and Treatment Applications** - 9 hrs.
COUN 5850, Organization and Administration in School Counseling
COUN 6680, Trauma, Grief, and Crisis Counseling
COUN 6385, Counseling Children and Adolescents
9. Guided Electives* - 6 or 9 hrs.
COUN 7300, Seminar in Counseling
COUN 6370, Family Systems
COUN 6630, Theories of Personality
COUN 6430, Neuroscience for Counselors
COUN 7360, Couples Counseling
Other
8. Research and Program Evaluation* - 9 hrs.
PSY 6310, Educational Statistics
FOED 6920, Research
OR
PSY 7900, Independent Study in Psychology
PSY 6990, Research and Thesis
PSY 6310, Interpreting and Applying Statistics
OR
PSY7310, Advanced Statistics
PSY 6930, Interpreting and Applying Psychological Research
* Guided Elective

*These courses are recommended for the MHSP designation for LPC in TN

** Please contact your advisor if you are interested in a thesis option. More information available in Section 6.

** Plan 1 requires 63 hours for program of study versus 60 hours for Plan 2

Section 6

Program Completion Requirements

This section addresses important policies and procedures related to program completion. These include general requirements for all degrees, requirements specific to the counseling profession program, and policies related to situations which may result in the dismissal of a student. It is essential that all students enrolled in the Counseling Program read this section carefully. Questions should be directed to the Program Coordinator.

Program Required Experiences

The Counseling Program requires that all students successfully complete a range of program experiences. These experiences include satisfactory completion of required courses and course experiences, development of basic counseling skills, performance in practicum and internship, and demonstration of specific competencies beyond class requirements. See Section 7 for additional requirements.

Endorsement Policy for Counselor Education Students and Graduates

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

Master's Degree General Requirements

The following statement from the current Graduate Catalog serves as the foundation for program and degree requirements in TTU's Counseling Program.

Programs of Study

Graduate degrees are not only awarded based on completion of specific coursework, but additional consideration is given to evidence of proficiency, scholarship, reasoning, investigation, and high attainments in the field of the student's specialization.

A student desiring to pursue study for the master's degree in a field which may be different from the field of their undergraduate degree, and in which the necessary prerequisites are lacking, may do so by including in the program of study (as background courses) all the necessary undergraduate prerequisites for the area of specialization in addition to the required number of hours for the degree.

Each proposed program of study must be approved by the student's advisory committee, the departmental chairperson, and the Associate Dean of Graduate Studies.

There will be a hold placed on each student's registration if the program of study has not been filed in the Graduate School Office by the time 15 semester hours have been earned.

Credit Requirements

The master's program in Clinical Mental Health Counseling and School Counseling requires 60 hours. The master's program in Psychology within the Department of Counseling and Psychology requires 30 hours for the non-thesis option and 33 hours for the thesis option.

At least 21 semester credits including the thesis shall be required at the 6000 level in a 30-hour program for the master's degree; at least 23 semester credits at the 6000 level shall be required in a 33-hour master's program. The remainder of the courses in the program of study may be at the 5000 level; however, not more than 30% of the courses in a student's program of study may be in dually numbered 4000 (5000) courses. Courses below the 5000 level will not be counted toward a graduate degree. Although they may appear on the printed program as background requirements, these courses are not figured into degree requirements.

Requirements for a Major

A student's program of study must reflect a reasonable concentration in related or interrelated courses. A department may require that all courses in a student's program be taken in that department; or it may require that a major portion be taken in that department and allow for one or more minor areas of collateral study in other departments.

Transfer and Other Credit

Students who request to transfer graduate course credits from an accredited institution to Tennessee Tech must request that the institution send official transcripts directly to TTU. Official transcripts must include all grades.

The program department will determine, at its sole discretion, what transfer coursework is eligible for transfer to the student's program of study.

The coursework transferred or accepted for credit toward a graduate degree must have a minimum grade of "B" in each course.

For all graduate degree programs, the department will determine, in its sole discretion, the number of transfer credits it will accept, provided the department's decision is in compliance with SACS/COC Accreditation Standard 3.6.3.

Tennessee Tech will exclude grades earned in transferred courses in the calculation of grade point averages.

Tennessee Tech Policy #283 (General Graduate Transfer Credit Requirements) provides additional information on Transfer Credit.

Nonthesis

Most non-thesis graduate programs and some thesis graduate programs require that the graduate student successfully pass a Comprehensive Exam conducted by his/her advisory committee at or near the completion of his/her graduate program. Failure to submit the Comprehensive Exam results by the posted deadline on the College of Graduate Studies calendar will result in the graduate student's ineligibility to graduate.

Several non-thesis graduate programs have a capstone course or project course in which the final course completion is used in place of the Comprehensive Examination.

Any nonthesis program that comes before the Graduate School Executive Committee for consideration for approval must foster independent learning.

Second Master's Degree

A student holding an earned master's degree from Tennessee Tech or an accredited institution may qualify for a second master's degree by completion of graduate work approved by the graduate student's advisory committee, provided:

1. If the graduate student has previously earned a master's degree at Tennessee Tech then a minimum of 21 semester hours taken at Tennessee Tech must be completed for a second master's degree with thesis option, or 24 semester hours for a non-thesis option.
2. If the graduate student has not previously earned a master's degree at Tennessee Tech, a minimum of 24 semester hours taken at Tennessee Tech must be completed for a second master's degree with thesis option, or 27 semester hours for a non-thesis option.

3. The graduate student successfully completes all requirements prescribed in the specified graduate program.

Required Coursework

The courses currently required for each of the Counseling Program Concentrations are located in Section 5. Links to course descriptions are included in Section 11. Core skills are marked with an asterisk (*). Your advisor will assist you with course sequencing and program planning.

Required Grades and Dispositions

In addition to general grade requirements for graduate students at TTU, the Counseling Program requires that all students demonstrate competencies in all core skills courses with a minimum of a B average as well as exhibit acceptable dispositional and professional qualities for a person in the helping profession. Failure to demonstrate academic and dispositional minimums require a repeat of the course and suspension of advancement to the next level of core skills classes. Basic skills and dispositional factors are measured throughout the program using the Counselor Competency Scale – Revised (CCS-R), which utilizes the following Scales Evaluation Guidelines. These guidelines align with CACREP accreditation standards.

Exceeds Expectations / Demonstrates Competencies (5) = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Practicum and Internship Experience

Students are required to complete supervised practicum and internship experiences that follow the standards laid out by CACREP. TTU's CMHC program facilitates structured opportunities for students to shadow, observe, practice and discuss experiences in so students may advance their skills safely.

Practicum

1. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic semester that is a minimum of 10 weeks.
2. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
3. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
4. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Internship

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship working with clients in roles and settings relevant to their specialty area. Internship hours are structured to be completed over two full academic semesters. School counseling students must complete 300 hours of internship in a PK-7 setting and 300 hours of internship in an 8-12 setting.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Program Exit Assessment

Toward the end of their coursework, students will be required to demonstrate competency in their academic field by passing the Counselor Preparation Competency Exam (CPCE) with a score of no less than one standard deviation below the national mean for the previous three administrations of the CPCE.

Section 7

Gatekeeping

Faculty of the Counseling Program have a responsibility to assess the student's suitability to enter the field of counseling in a way that upholds various professional standards. If a student is unable to fulfill program requirements while upholding professional standards, faculty have a commitment to the field of counseling to intervene. This practice is referred to as "gatekeeping." The ACA Code of Ethics (2014) clearly outlines faculty's gatekeeping responsibilities both as counselor educators and supervisors. Specifically, Standard F.9.b states:

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

- assist students in securing remedial assistance when needed,
- seek professional consultation and document their decision to dismiss or refer students for assistance, and
- ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

From the preadmission interview to the last exit review, students are assessed regarding the socio-emotional/professional dispositions valued by the Counseling Program and faculty. Two standardized assessment methods are used throughout a student's program of study to assess professional development and readiness to begin

practicum and internship experience. CCS-R and Professional Performance Review (PPR) assessments are utilized by faculty to assure that professionals who graduate from our programs are fit to serve in the helping professions. The student will exhibit appropriateness for the profession through fitness to qualify for the degree as determined by the program faculty's judgment. The faculty of the Department of Counseling and Psychology reserve the right to work with the student and his/her committee to create a development plan (see below).

Professional Dispositions

The above dispositions represent the minimum for students in the College of Education. As a preparation program for license-eligible counselors, the Counseling and Psychology Program requires evidence of further dispositions to ensure that students are developing and demonstrating the core qualities beyond academic performance that are commensurate with those of licensed professional counselors and school counselors.

These dispositions encapsulate the pre-professional values and characteristics the departmental graduate faculty desire of their applicants, candidates, and graduates. These dispositions reflect those noted in the College of Education's conceptual framework and the standards of various credentialing bodies.

The following guidelines have been constructed in accordance with counselor education professional standards of practice and relevant nationwide research on counseling graduate student Personal Development Plan and retention. Dispositional criteria considered in evaluation of students enrolled in the Counseling and Psychology Program include attitudes and behaviors in the following areas:

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct). Students are expected to dress appropriately and professionally. See

<https://www.tntech.edu/business/studentsuccess/internships/engage.php> for suggestions.

7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Evaluative Areas and Procedures

Students will be evaluated by Graduate Counseling Faculty for professional competency in all academic, practicum, and field experience courses. An evaluation of each student will also be conducted by the faculty advisor at the time of the student's candidacy, and by the faculty supervisor during a student's field experience.

In the event of unsatisfactory student performance, an Academic Performance Report (APR) will be filed. In most cases, the student will meet in person with the faculty issuing the APR in order to discuss the reported issue(s) and to collaboratively construct an agreement to address the issue(s). It is to be anticipated that the majority of unsatisfactory performance concerns will be corrected through agreements between the student and the issuing faculty. The student shall be given the opportunity to agree with the proposed Personal Development Plan, or to issue a response or rebuttal. In the event that the student gives consent to the Personal Development Plan, they will sign the APR and the issuing faculty, in consultation with the student's advisor or other faculty, as needed, will monitor the Personal Development Plan process.

Personal Development Plan Addressing Unresolved Problematic Student Behavior

In the event that a student contests the findings of the APR, a departmental review will be instituted. In addition, problematic student behavior not addressed by an APR report may come to the attention of faculty that will warrant departmental review.

In the event that a mutual understanding is not reached, the faculty will follow Personal Development Plan policy specified below.

Development, Retention and Dismissal Policy

1. Development of Personal Development Plan (PDP): In the event of unresolved problematic student behavior, a committee of the C&P faculty will create a behaviorally focused PDP based on the following elements:

1. Identification of the student issues/concerns – identify deficits and state behavioral competencies to be achieved

2. Establishment of PDP activities – specify tasks for student to accomplish in order to meet competencies
3. Integration of formative feedback – provide ongoing opportunities to discuss progress and concerns related to PDP plan
4. Determination of individuals who will participate in the plan – identify faculty members who will be involved in PDP activities and supervision
5. Establishment of timelines for accomplishing plan – specify timetable to accomplish PDP tasks and to achieve behavioral competencies
6. Inclusion of right of appeal – indicate to student of their right to appeal the PDP plan and not sign the document
7. Provision for immediate dismissal – inform student that other legal, ethical, or policy violations may supersede the PDP plan and warrant immediate dismissal from the program, according to University policy
8. Documentation and signatures – student to sign the plan in the event that they demonstrate understanding of the plan and gives their consent for the plan to be implemented

2. PDP Activities: In accordance with counselor education standards of practice, PDP activities may include, but are not limited to the following: personal counseling to address particular issues, meet with faculty advisor, course instructor, or site supervisor, write a substantive essay addressing relevant topics, attend professional development workshops, complete additional coursework, etc.

3. Due Process: Students will be given a written copy of the PDP. Students have 14 days to present a written rebuttal statement if challenging the decision. Students are entitled to request a personal appearance before the committee within this time, and shall be apprised of their date to appear before the committee no later than 7 days prior to the meeting. Student failure to request a meeting with faculty or respond in writing to a recommendation within 14 days is assumed to indicate acceptance of the decision. In the event of a student rebuttal, the committee shall be required to reconsider their original decision in accordance with the original steps. Reconsideration decisions shall be communicated in writing in accordance with the original steps. This reconsideration decision is final.

4. Evaluating PDP Efforts: Within fourteen (14) days of the expiration of time granted for correcting deficits (or sooner at the student's request), the committee shall evaluate the student's status. The student's efforts to successfully address the committees' recommendations for correction of deficits should be given primary consideration

during this evaluation. Formal notification by the department, signed by the department chair, shall be made (if the committee decides to accept the student's PDP efforts as satisfactory) regarding the department's decision. The committee's decision after the first appeal is considered to be final within the purview of this document. All copies of notification and PDPs will be forwarded to the Department Chair.

5. The Department of Counseling and Psychology – Counseling Program concentration reserves the right to terminate any student from the program who fails to meet PDP guidelines within the specified time frame in accordance with University policy. The Department also reserves the right to immediately terminate any student in the event of serious legal, ethical or policy violations committed by that student. This right supersedes any PDP agreements then in effect with that student in accordance with University policy. The Department of Counseling and Psychology – Counseling Program concentration reserves the right to terminate any student from the program who fails to meet PDP guidelines within the specified time frame in accordance with University policy. The Department also reserves the right to immediately terminate any student in the event of serious legal, ethical or policy violations committed by that student. This right supersedes any PDP agreements then in effect with that student in accordance with University policy.

Academic Misconduct and Dismissal

Students are responsible for the proper completion of their academic programs; for familiarity with requirements of the Graduate Catalog; for maintaining the grade average required; and for meeting all other degree requirements. A student may receive counsel from an academic advisor; however, the final responsibility remains that of the student.

Student Academic Misconduct and Probation Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For more information read Tennessee Tech's Policy 217 – Student Academic Misconduct. <https://www.tntech.edu/policies/>

Probation for Unsatisfactory Performance

A graduate student is required to maintain a cumulative grade point average of at least “B” on all graduate courses taken as a graduate student. When a student's cumulative average on courses falls below 3.0, but not less than 2.0, the student will be placed on probation. If the cumulative average falls below 2.0, the student will be dismissed. If the

term average, on all courses presented as part of the hours required for graduation, during any semester is less than 2.0, the student will be dismissed.

Dismissal for Unsatisfactory Performance

A graduate student will be dismissed from the graduate program if any one of the following conditions occurs:

1. Two consecutive semesters of probation (summer semester is not included if the student did not take a summer course).
2. The student's current or cumulative GPA falls below 2.0.
3. Two grades of "F."
4. Two consecutive semesters of "No Progress" grades assigned in thesis or dissertation courses.
5. Some graduate programs may have more stringent dismissal criteria. Students should confer with the department about such criteria.

A student who has been dismissed for unsatisfactory performance may request reinstatement, provided they produce evidence of extenuating circumstances that would prevent dismissal. The request must be approved by the department chair, director of the student's graduate program, the dean of the college, and the Graduate Studies Executive Committee. The decision of the Graduate Studies Executive Committee is final. Details may be found in TTU Policy 281 at www.tntech.edu/policies/.

Sexual Misconduct Policy

Tennessee Tech Policy 143, Sexual Misconduct, prohibits sexual misconduct including sexual harassment, sexual assault, dating violence, domestic violence, and stalking. If you have questions, concerns or wish to file a discrimination or harassment complaint on the basis of gender contact the Tennessee Tech Title IX Coordinator at (931) 372-3112 or titleix@tntech.edu.

- There is no fixed time frame under which Tennessee Tech must complete a Title IX investigation. Tennessee Tech will make a good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with notice of a resolution.

- Complaints of sexual misconduct must be made within 365 days of the last incident of sexual misconduct, absent extraordinary circumstances.
- Discrimination and harassment allegations that are not within the scope of Tennessee Tech Policy 143 are subject to the procedures described in Tennessee Tech Policy 141, Prohibited Discrimination and Harassment.

Legal Liability and Insurance

Students in the Clinical Mental Health Counseling program must maintain professional liability insurance throughout their program. Professional liability insurance may be obtained through professional organizations such as ACA, AMHCA, NASP, and ASCA. Proof of insurance must be provided by the student at specific points throughout the program and is necessary in specific courses such as Practicum and Internship. Listed are some of the carriers available:

- HSPO; <http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>
- American Professional Agency, Inc.: www.AmericanProfessional.com

Section 8

Instructor Effectiveness

Our faculty are progressive intellectuals and are committed to excellence in their respective domains of expertise as well as in the following areas to prepare the next generation of frontline professionals and scholars.

- Research. Our faculty are invested in innovative and inspiring research.
- Teaching & Leadership. Instructors bring a diverse array of thought and experience from a wide variety of backgrounds.
- Establishing Partnerships. Faculty are highly collaborative and partner extensively with others among their ranks in addition to forming partnerships between disciplines. Connections are forged with community organizations in order to bring about mutual benefit for all stakeholders.
- Advising. Faculty possess a strong commitment to partnering with students in mapping out their paths toward academic and career goals.

Student Feedback on Instructor Effectiveness

Students can evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to provide feedback regarding the teaching effectiveness of faculty members or visiting lecturers.

The course evaluations are reviewed by the Department Chair of Counseling & Psychology and the faculty member or visiting lecturer. The course evaluations are reviewed carefully and have additional significance when faculty members are considered for promotion and tenure, or when visiting lecturers are considered for additional teaching responsibilities.

Professional Development of Faculty

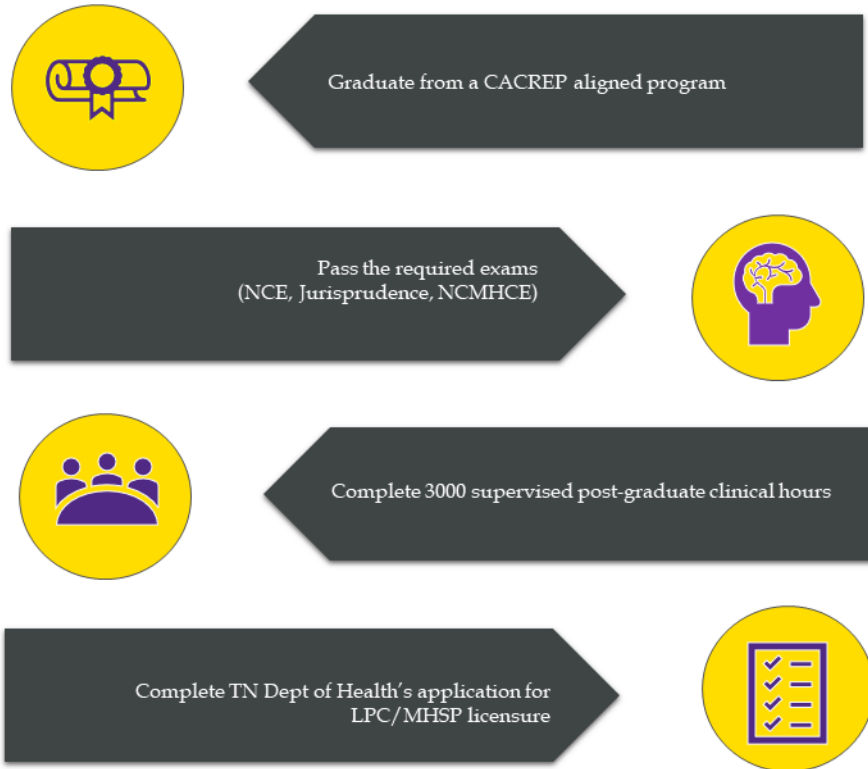
Continued professional growth and development of faculty is vital for the furtherance of effective instruction within our programs and is undertaken with the following outcomes in mind: (a) to ensure all academic disciplines maintain relevance by incorporating new developments and knowledge (b) to ensure that course offerings reflect new research techniques and strategies; and (c) to meet the changing needs and expectations of students.

While all faculty are responsible for their own continued professional development, it is essential that planned, organized faculty development programs are in place to encourage the professional growth of all faculty in accordance with the missions and goals of their respective departments.

Section 9

Post-Graduation Licensure Process

Licensed Professional Counselor, Mental Health Service Provider



The TTU Counseling Program meets the accredited program requirements required for licensure. Complete information regarding the program's accreditation, class schedules, and other requirements are detailed in preceding sections.



The state of TN requires applicants to pass the National Counselor Exam (NCE), the Tennessee Jurisprudence Exam, and the National Clinical Mental Health Counseling Exam (NCMHCE). Applicants may complete the NCE prior to graduation by contacting their advisor. To schedule exams, applicants are required to create accounts with the [National Board of Certified Counselors](#) and with [Pearson Vue](#).



Applicants are required to complete a supervised practice requirement post-graduation of 3000 hours in a clinical setting consisting of at least 1500 hours of face-to-face counseling, and 1500 hours of clinically related work (150 hours of which must include consultation with an approved supervisor). The supervised practice must be completed in no less than 2 years and no more than 4 years from date of application.



Graduates may apply for temporary (LPC-temp) or full licensure (LPC-MHSP) through the State of TN using [LARS](#) (Licensure and Regulatory System). Temporary licensure is available to graduates who have completed the NCE; however, *temporary licensure reduces the maximum time to complete supervised practice requirement to 3 years.*

Professional School Counselor*



Graduate from a CAEP accredited program

Obtain qualifying scores on Praxis Exam



Submit TN Department of Education application for Practitioner level license

Advance license to Professional level by completing 30 PDPs during the 3-year Validity Period



NOTE: Follow [this link](#) for additional details and latest updates on School Counselor (School Service Personnel) licensure from the TN Department of Education.



*The TTU School Counseling Program is CAEP accredited and is aligned to 2016 CACREP standards. The program is also recognized as a state-approved educator preparation program/provider (EPP). Complete

information regarding the program's accreditation, class schedules, and other requirements are detailed in preceding sections.



The TN Department of Education requires applicants to take the [Praxis](#) Exam for Professional School Counselors, PreK-12 and obtain a minimum score of 156.



Eligibility for licensure is verified by the EPP and the applicant applies to the TN Department of Education for a School Counselor License at the Practitioner level.



Advancement from a Practitioner license to a Professional license requires the individual to obtain 30 PDPs (Professional Development Points) which are approved by LEA (Local Education Association) and completed within a three-year Validity Period.

Please refer to [the link](#) provided [here](#) for additional information from the TN State Department of Education, Educator Licensure page regarding School Counselor licensure. Click the drop down arrow for School Service Personnel.

Section 10

Professional Organizations

Faculty encourage student involvement in professional organizations related to the counseling field. Membership to professional organizations offers students access to academic resources, various training opportunities, networking with other professionals in the field, awareness of legislation related to counseling, along with other helpful information and resources. Several professional organizations are listed below:

[American Counseling Association](#)

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

[American Mental Health Counselors Association](#)

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

[American School Counselor Association](#)

<https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/join-or-renew-today>

[Tennessee Counseling Association \(TCA\)](#)

TCA offers two separate divisions, Tennessee Mental Health Counseling Association and Tennessee School Counseling Association.
<https://www.tcacounselors.org/membership>

Tennessee Licensed Professional Counselors Association
<https://tlpca.net/become-a-member/>

Chi Sigma Iota; A society for honor's students in which membership is by invitation only.
<https://www.csi-net.org/page/Membership>

Section 11

Counseling and Psychology Department Faculty and Staff

(Counselor Education Faculty highlighted)
Department Chair & Support Staff

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Counseling and Psychology Course Descriptions

Counseling Course Descriptions

- [COUN 6000 - Counseling Across the Lifespan](#)
- [COUN 6300 - Introduction to Counseling: Foundations, Ethics, and Legal Issues *](#)
- [COUN 6320 - Group Counseling *](#)
- [COUN 6330 - Organization and Administration in School Counseling Programs](#)
- [COUN 6335 - Professional Issues in the Educational Settings](#)
- [COUN 6360 - Counseling Skills *](#)
- [COUN 6362 - Counseling Theories *](#)
- [COUN 6370 - Family Counseling](#)
- [COUN 6380 - Multicultural Counseling](#)
- [COUN 6385 - Counseling Children and Adolescents](#)
- [COUN 6410 - Career Counseling and Development](#)
- [COUN 6430 - Neuroscience for Counselors](#)
- [COUN 6460 - Addiction Counseling](#)
- [COUN 6500 - Play Therapy](#)
- [COUN 6550 - Spirituality in Counseling](#)
- [COUN 6630 - Theories of Personality](#)
- [COUN 6670 - Assessment in Counseling](#)
- [COUN 6680 - Trauma, Grief, and Crisis Counseling](#)
- [COUN 6800 - Practicum *](#)
- [COUN 6820 - Internship in Mental Health Counseling *](#)
- [COUN 6821 - Internship in Mental Health Counseling *](#)
- [COUN 6830 - Internship in School Counseling](#)
- [COUN 7300 - Seminar in Counseling](#)
- [COUN 7320 - Advanced Group Counseling in Addiction and Special Populations](#)
- [COUN 7360 - Couples Counseling](#)
- [COUN 7370 - Counseling Supervision](#)
- [COUN 7400 - Advanced Counseling Practicum](#)
- [COUN 7500 - Research, Scholarship, and Publication](#)
- [COUN 7510 - Counseling Administration and Program Evaluation](#)

- [COUN 7600 - Diagnosis and Treatment](#)
- [COUN 7610 - Teaching in Counselor Education](#)
- [COUN 7700 - Advanced Multicultural Counseling: Leadership and Advocacy](#)
- [COUN 7730 - Qualitative Research Methods in Counseling](#)
- [COUN 7740 - Advanced Quantitative Inquiry and Research Design](#)
- [COUN 7750 - Advanced Qualitative Inquiry and Research Design](#)
- [COUN 7820 - Doctoral Internship](#)
- [COUN 7830 - Internship in School Counseling](#)
- [COUN 7840 - Regional Mental Health and Addiction Services](#)
- [COUN 7940 - Professional Accountability](#)
- [COUN 7970 - Directed Experience in Counseling Research](#)
- [COUN 7970 - Directed Experience in Counseling Research](#)
- [COUN 7970 - Directed Experience in Counseling Research](#)
- [COUN 7990 - Dissertation Research](#)

Psychology Course Descriptions

- [PSY 4050 \(5050\) - Learning and Cognition](#)
- [PSY 4100 \(5100\) - Child Psychology](#)
- [PSY 4130 \(5130\) - Physiological Psychology](#)
- [PSY 4140 \(5140\) - Health Psychology](#)
- [PSY 4150 \(5150\) - Psychology of Personality](#)
- [PSY 4160 \(5160\) - Abnormal Psychology](#)
- [PSY 4200 \(5200\) - Adolescent Psychology](#)
- [PSY 4250 \(5250\) - Introduction to Psychological Testing](#)
- [PSY 4300 \(5300\) - Adult Psychology](#)
- [PSY 4320 \(5320\) - Introduction to Therapeutic Techniques](#)
- [PSY 4400 \(5400\) - Psychopharmacology](#)

Forms

Appendices

Course Descriptions <https://catalog.tntech.edu/content.php?catoid=28&navoid=5756>

Section 12

Confirmation of Handbook

A signed copy of the following will be maintained in the student's file. I have received and agree to read and follow this handbook while a student in the Counseling and Psychology Program at Tennessee Tech University. I am aware that the handbook may be updated as I matriculate through the program and it is my responsibility to stay current on revisions.

Student Name PRINT:

TnTech ID #:

Student Signature:

Date: