



**TENNESSEE TECHNOLOGICAL UNIVERSITY**  
**DEPARTMENT OF COUNSELING AND PSYCHOLOGY**

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***CLINICAL MENTAL HEALTH COUNSELING PROGRAM***  
***STUDENT HANDBOOK***

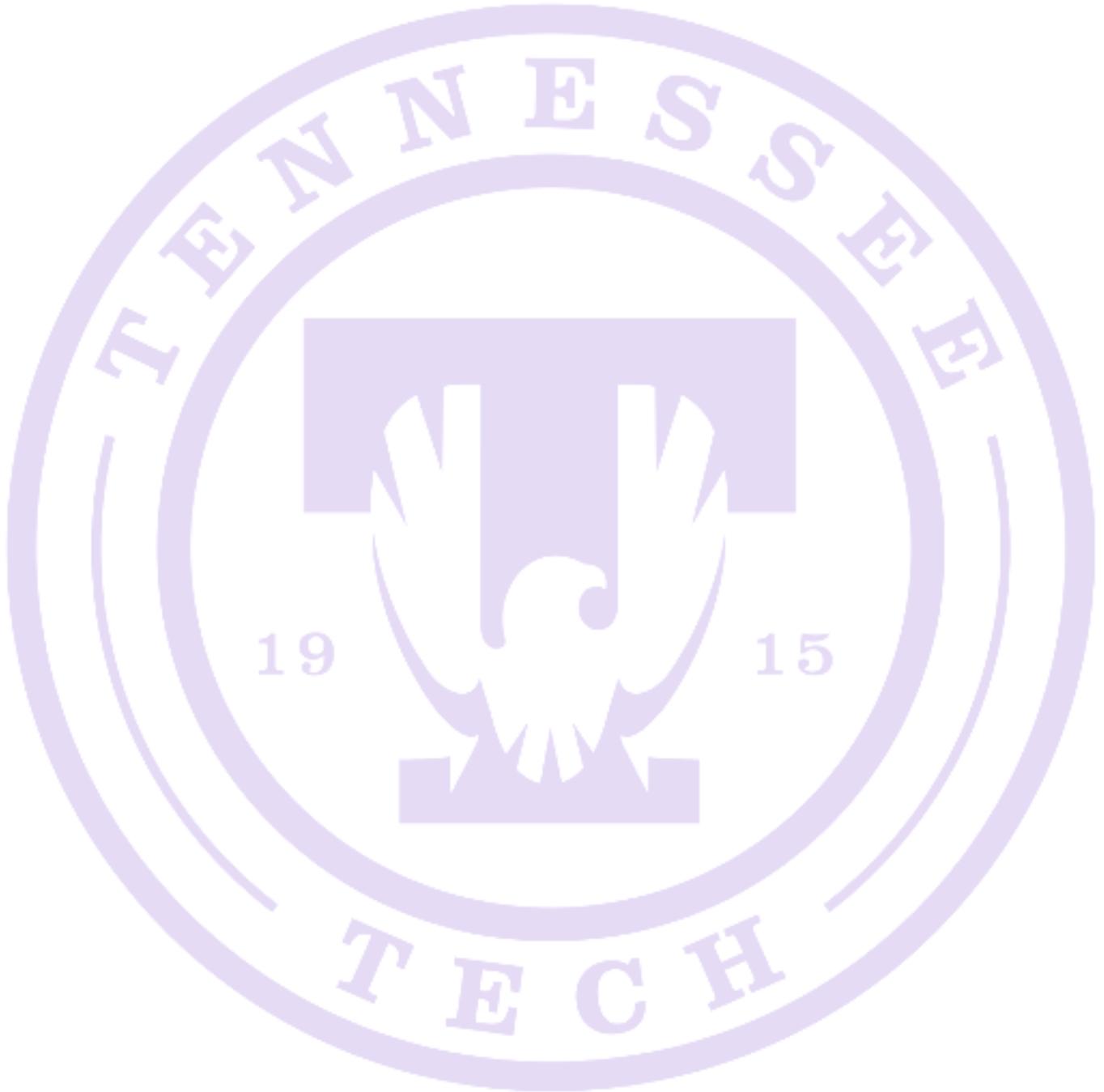
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***September 2016***

**CMHC Program Mission Statement:**

*The Clinical Mental Health Counseling Program at Tennessee Tech University 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.*



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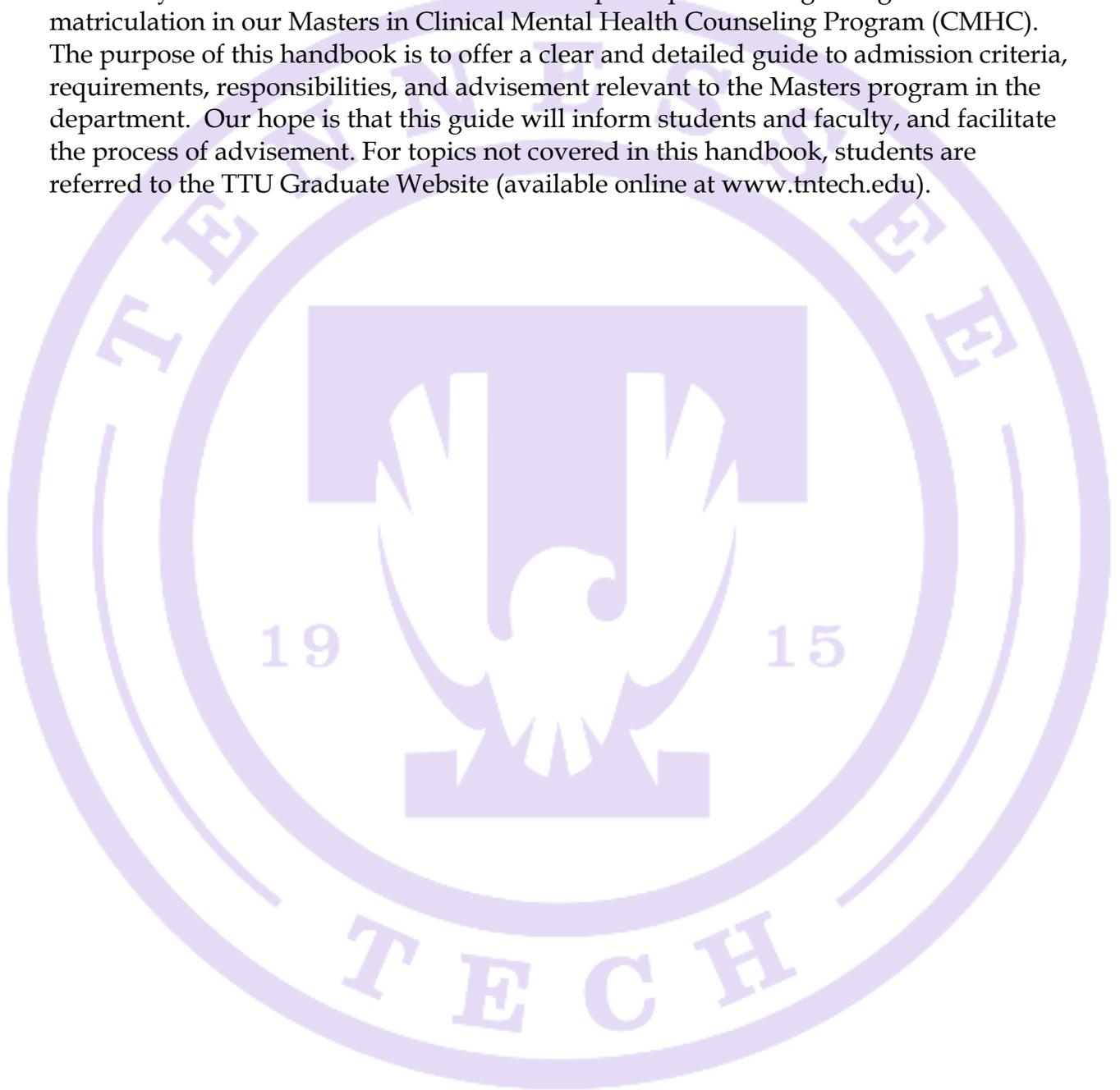
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## Introduction and Purpose of the Handbook

This handbook is designed for students and faculty as a guide to graduate counseling program in the Department of Counseling and Psychology at Tennessee Technological University. It contains answers to the most frequent questions regarding admission and matriculation in our Masters in Clinical Mental Health Counseling Program (CMHC). The purpose of this handbook is to offer a clear and detailed guide to admission criteria, requirements, responsibilities, and advisement relevant to the Masters program in the department. Our hope is that this guide will inform students and faculty, and facilitate the process of advisement. For topics not covered in this handbook, students are referred to the TTU Graduate Website (available online at [www.tntech.edu](http://www.tntech.edu)).



## WELCOME FROM THE CHAIR

### **Dr. Barry Stein**

Welcome to the Department of Counseling & Psychology. We are committed to the success of our students throughout their educational process. Our programs have been developed to meet the highest professional standards. We continually strive to incorporate the most effective educational practices into our programs of study. As a result, our programs emphasize active learning and hands on experience. Our dedicated faculty spend considerable time advising and mentoring students individually. It is our goal to challenge students to reach their full potential and develop life-long learning skills that ensure life-long success.

The Department of Counseling & Psychology administers the undergraduate degree in psychology, as well as graduate degrees in educational psychology, and counselor education.

If you are interested in pursuit of a major in our department, we invite you to come by and visit or contact us by phone or e-mail for further information.

Sincerely,

Dr. Barry Stein, Chair

## Introduction

### University Mission Statement

#### *Mission of Tennessee Tech University*

*Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.*

*The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.*

*The University's three interdisciplinary Accomplished Centers of excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.*

*The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The institution is committed to an inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, prepares students for success in a global economy, and enhances America's economic competitiveness.*

*Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents. The mission statement was revised in October 2005 and approved by the Tennessee Board of Regents on December 2, 2005, with the Strategic Plan.*

#### **Vision Statement**

*TTU will be one of the best universities in the nation through a commitment to the life-long success of our students.*

### Department Mission

The Department of Counseling and Psychology has the primary mission of offering strong academic programs in psychology and the preparation of mental health professionals that serve the community and public school system. Specific programs of study are available in the disciplines of psychology at the undergraduate level and counseling, educational psychology, school psychology, school counseling, agency counseling, Clinical Mental Health Counseling, and case management/supervision at the graduate level. Instruction is a major component of the academic mission of the department in both the undergraduate and graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing academic experiences of quality for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity for the University community, Upper Cumberland region, state, and nation.

### Program Mission

The Clinical Mental Health Counseling Program at Tennessee Technological University 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 (from Program Brochure)

Clinical mental health counselors help individuals and groups with more serious problems. This program of study is a more extensive version of the Agency program, and is designed to allow you to work with individuals with more severe problems in public and private settings. Graduates of this program often obtain LPC licensure with a Mental Health endorsement, which allows you to work with cases of a more diagnostic and clinical nature. **Degrees Offered: M.A. (60 graduate semester only)**

### 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 with the ultimate goal being the development of "A competent caring professional for a diverse technological society."

## Accreditation

The Clinical Mental Health Counseling (CMHC) program is state approved and SACS-COC accredited. It has also received initial, 2-year national accreditation by the Council for the Accreditation of Counseling and Education Related Programs (CACREP).

## Purpose of the Program

The purpose of the Clinical Mental Health Counseling Program is to prepare graduates for licensure application as a Licensed Professional Counselor/Mental Health Service Provider.

The Clinical Mental Health Counseling program prepares graduates who seek the LPC (Licensed Professional Counselor) license and/or the MHSP (Mental Health Service Provider) credential. Students interested in becoming professional counselors and working independently as a private practitioner must complete the 60-hour degree program, in addition to selecting electives that meet the requirement for the MHSP designation for the state of TN - this credential is required in order to diagnose clients and bill for insurance.

The CMHC program prepares students to sit for the state licensure exams (NCE, NCMHCE, and TN Jurisprudence Exam) and to begin the application process of applying for state licensure- note that three years/3000 hours of post-masters experience is required for licensure.

## Program Identity and Affiliation

The Clinical Mental Health Counseling program at TTU is designed to prepare counselors for a changing world. As such, students are encouraged and expected to develop professional identity and community service. Examples of ways students are encouraged to be involved include:

### Professional Organizations

American Counseling Association ([www.counseling.org](http://www.counseling.org))

### Professional Involvement - Local

All students are encouraged to become members of the Educational Psychology and Counselor Education Graduate Association (EPCEGA) and to apply to the Chi Sigma Iota Chapter at TTU, Tau Tau Upsilon. Doing so grants students access to university funds for reimbursement of travel expenses related to presentations at professional conferences.

### Professional Involvement - State

Tennessee Counseling Association: The TCA hosts an annual conference in Murfreesboro, TN (2013) (just 1.5 hours from Tech) and encourages students to submit proposals. In our department, students are encouraged to develop their

research and practice specialties and partner with a willing faculty member to present at the TCA.

Tennessee Licensed Professional Counselor Association: Students are encouraged to join TLPCA and to attend their annual licensed professional conference held in Nashville, TN, where they encourage graduate counseling students to submit poster presentation proposals.

### **Professional Involvement - National**

American Counseling Association Annual Conference and Expo: Students are encouraged not only to join the ACA (which comes with liability insurance), but to plan to attend at least one of these conferences during their time in the program. Typically, at least one faculty member in the program will be presenting, and opportunities to carpool to the conference (when in driving distance), as well as to volunteer at the conference for reduced registration fees.

### **Professional Involvement - Other**

In addition to the formal professional opportunities listed above, the program works alongside the campus counseling center to provide outreach, education and prevention activities to the campus community. They welcome CMHC student involvement in these endeavors.

### **Clinical Mental Health Counseling Program**

The Department of Counseling and Psychology educational objectives for CMHC program identifies specific competencies that students are expected to have successfully attained upon completion of these programs. These are taken directly from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) and are listed as follows.

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

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

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

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

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

- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

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

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

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

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

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

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

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

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

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

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;

- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

### **Student Responsibilities**

Students are responsible for their own progress in their chosen programs of study. It is the responsibility of each student to abide by the rules and guidelines of Tennessee Technological University, the College of Education, the Department of Counseling & Psychology, and the Clinical Mental Health Counseling program. Students are responsible for knowing and meeting all deadlines, completing required forms, meeting with faculty advisors, attending classes, completing assignments, taking examinations, and fulfilling licensure competencies as applicable. It is the sole responsibility of the student to keep informed regarding class schedules and registration dates.

<http://www.tntech.edu/graduatestudies/psychology/>

## **Admission to the Master of Arts Degree In Clinical Mental Health Counseling**

### **GENERAL INFORMATION**

#### **Admission Process**

Students seeking admission to the CMHC program must first make application to the Graduate School at Tennessee Tech. Application packets may be obtained online at <https://www.tntech.edu/graduatestudies/graduateadmissions/> or at the Graduate School office (306 Derryberry Hall). Once processed, packets will be passed on to the Counseling and Psychology departmental Graduate Admissions Committee. The steps are as follows:

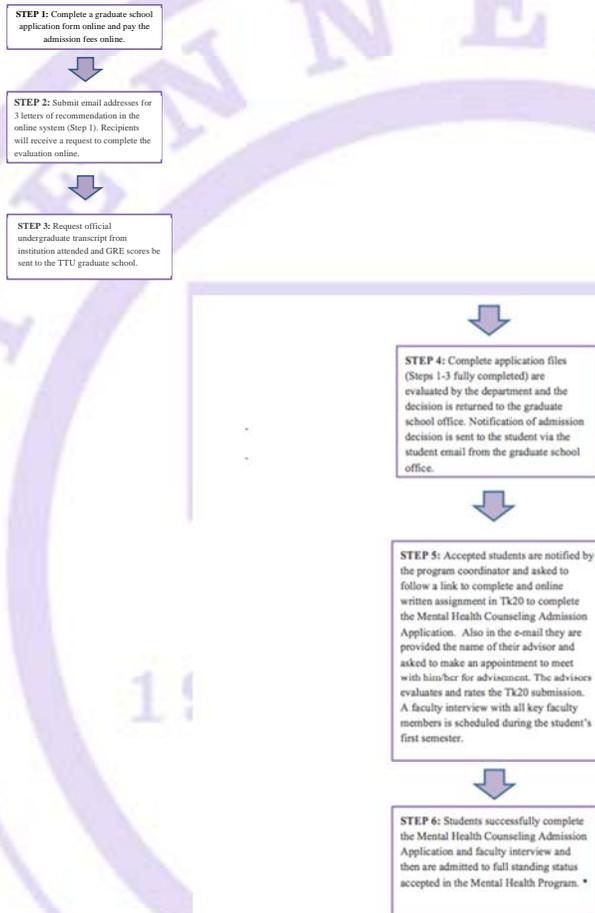
**Figure 1: Admissions Flow Chart**

#### Admission Requirements

Admission decisions are based on departmental review, using a combination of factors, including an interview to evaluate relevant dispositions for professionals in the chosen concentration. The minimal standards are shown below. Satisfying minimal standards, however, does not guarantee your admission.

- Satisfactory test scores on the General Record Exam: 400 (scoring scale prior to August 2011) or 146 (scoring scale August 2011 to present) on the verbal reasoning portion, 400 (scoring scale prior to August 2011) or 140 (scoring scale August 2011 to present) on the quantitative reasoning, and 4.0 on the analytical writing portion.
- Three acceptable letters of recommendation for graduate study from faculty members or other persons who have adequate knowledge of the applicant's professional qualities or potential for success as a graduate student.
- Official transcripts from your bachelor's institution and **any** institutions attended since that degree.
- Satisfactory Grade Point Average on Bachelor's degree, usually a minimum of 2.75 on a 4.0 scale.
- All applicants from countries in which the official language is not English are required to submit evidence of proficiency in English equivalent to Level 9 in FLS.

#### Admission Process



\* Students admitted in Provisional Standing as a result of incomplete or inadequate applications credentials, the deficiencies must be removed prior to enrollment in a second semester. Lack of test scores or unsuccessful interview will restrict enrollment to a maximum of 9 hours in the first semester.

**Acceptance by the TTU Graduate School does NOT guarantee admission CMHC program.**

#### Components of the Admission Packet

The admission packet consists of:

1. an application form
2. undergraduate transcript (including G.P.A.)
3. results of the Graduate Record Exam (G.R.E.)
4. three letters of recommendation from former faculty and/or professionals

5. admissions interview, parts 1 & 2

### **Admission Deadlines**

Admissions decisions are made on a rolling basis, but please note that, as space in the CMHC program is limited, qualified applicants who apply late may have to wait for a semester or more for admission. The CMHC program priority admission deadline for Fall admission is determined on an annual basis.

### **Policy on Applicant Ethical and Professional Fitness**

It is the policy of the Counseling and Psychology Department that only the most qualified and ethical professional should be allowed to complete a graduate program. CMHC program graduates work directly with clients in mental health or educational settings and therefore require the highest moral and professional character. The CMHC faculty reserve the right and responsibility to reject the application to any applicant deemed unfit to work with certain populations. *Applicants with previous felony convictions may not be able to fulfill the strict requirements for field placements or licensure and are discouraged from applying.* The CMHC program admissions committee will handle exceptions and appeals on a per-case basis.

### **Policy on Change of Program**

The departmental faculty recognizes the prerogative of students to choose the major that best suits their needs and promotes their careers. Students accepted into any non-CMHC Counseling and Psychology M.A. program may choose to change their major to any other M.A. program within the department. However, students *seeking to change to CHMC program* must apply directly to the CMHC program, regardless of the number of hours completed.

## **ADMISSION TO FULL STANDING IN CMHC**

### **Master of Arts Degree Admission Criteria:**

#### **Undergraduate Prerequisites**

1. **G.P.A.** = 2.75 minimum
2. **G.R.E.** combined Verbal 146 + Quantitative 140
3. **Letters of Recommendation:** three letters of recommendation must be submitted.
4. **Preadmission Interview:** applicant must meet with the respective program coordinator for a structured interview before admission will be considered.

The department offers admission to applicants who appear to have the highest potential for graduate study and who have the disposition to be successful in their concentration. The minimum admission requirements are:

1. A bachelor's degree from an accredited institution.
2. Satisfactory undergraduate grade point average, usually a minimum of 2.75 on a 4.0 scale.
3. Enough undergraduate training in psychology to do graduate work in the chosen concentration.
4. Three acceptable letters of recommendation for graduate study from faculty members or other persons who have adequate knowledge of the applicant's professional qualities or potential for success as a graduate student.
5. A score of 400 (old format) or 146 (new format) on the verbal portion, and 400 (old format) or 140 (new format) quantitative portions of the General Record Examination (GRE) along with a 4.0 score on the analytical writing portion.

***NOTE: Satisfying minimal standards, however, does not guarantee admission. Admission decisions are based on CHMC faculty review, using a combination of factors, including a 2-step interview to evaluate relevant dispositions for professionals in the chosen concentration.***

Students may be admitted with provisional status to allow for continued faculty review of student dispositions and potential.

Provisional status will limit students to a maximum of nine hours before the CMHC Admissions Committee makes a recommendation for full admission. To advance from provisional to full admission a student must earn a 3.0 QPA on the nine semester hours of graduate study in the concentration and be approved by the Counseling & Psychology Admissions Committee.

#### *Evidence of English Language Proficiency*

All applicants from countries in which the official language is not English are required to submit evidence of proficiency in English equivalent to level 8 in FLS.

**Application Limit:** Applicants to C&P 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.

### **Ongoing Assessments and Evaluations**

Students are assessed continuously and at specific intervals – upon entry into the program, annually or after 18 credit hours, which is one year full-time equivalent, and at comprehensive exam periods, or as needed.

## PROVISIONAL ADMISSION INTERVIEW

Applicants seeking admission to the CMHC program must make an appointment to be interviewed by a member of the graduate faculty. The interview will be structured, with the interviewer being guided by a standard survey rubric covering the academic, socio-emotional, and dispositional qualities of the applicant. The interviewer will submit the results of the interview along with a recommendation (accept application or deny application) to the CMHC Graduate Admissions Committee. The **interview form** will be included in the application packet by the committee. The interview itself may be conducted before completion of the admission packet.

## CMHC GRADUATE ADMISSIONS COMMITTEE

This committee is composed of the CMHC graduate faculty. This committee has authority to approve or deny graduate applications to the department. Upon receipt of the completed admissions packet from the Graduate School, and inclusion of the results of the preadmission interview, the Departmental Graduate Admissions Committee will meet upon a set date (following the priority admission deadline) to review admission packets. 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. An **Admission Determination Form** will be completed by the committee, and will include a final recommendation to the Graduate School. A denial will be accompanied by the committee's rationale and possible recommendations for remediation. Applicants will be notified of the committee's decision by the committee and by 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.

Students' committee conducts assessments and reviews for MHC students. The Committee Chair is also the student's adviser of record.

## PORTFOLIO DEVELOPMENT

All graduate students in the CHMC program must develop a portfolio containing a record of their program accomplishments and professional development. Students begin this process in the EDPY 6300 Orientation to Counseling course and conclude with internship. Portfolio components are assessed by instructors of various courses at various stages, and reviewed as a whole by the Program Committee near the end of the student's program. Portfolio components are housed in the TK20 online system: <https://www.tntech.edu/education/tk20/>. TK20 provides students with a portable electronic record of their achievements and can be highly useful for pursuit of licensure

and employment. Enrollment in TK20 is a program requirement. Students pay a one-time fee at the beginning of their program for access.  
*See Appendix for Portfolio Requirements*

## DISPOSITIONS

It is critical that students in the CHMC program exhibit behavior fitting the well-rounded counseling professional. From the preadmission interview to the last exit review, students are assessed regarding the socio-emotional/professional dispositions valued by the CMHC program and faculty. Early assessments include recommendations for improvement in areas of weakness. Later assessments determine progress in disposition development. These assessments are designed to assure that professionals who graduate from our programs are fit to serve in the helping professions. The dispositions we espouse are listed below. The faculty of the Department of Counseling and Psychology and CMHC program reserve the right to work with the student and his/her committee to develop a development plan (see below).

### CMHC Program Dispositions

The above dispositions represent the minimum for the College of Education. As a preparation program for license-eligible counselors, the CMHC program requires further dispositions to ensure that students are developing and demonstrating the core qualities of licensed professional counselors beyond academic performance.

The following guidelines have been constructed in accordance with counselor education professional standards of practice and in light of relevant nationwide research on counseling graduate student remediation and retention. Dispositional criteria considered in evaluation of CMHC program graduate students include attitudes and behaviors in the following six areas:

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.

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)

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

### **Evaluative Areas and Procedures**

Students will be evaluated by CMHC 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, a 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 remediated through agreements between the student and the issuing faculty. The student shall be given the opportunity to agree with the proposed remediation, or to issue a response or rebuttal. In the event that the student gives consent to the remediation plan, s/he will sign the APR and the issuing faculty, in consultation with the student's advisor or other faculty, as needed, will monitor the remediation process.

### **Remediation of 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 a 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 remediation policy specified below.

# REMEDATION AND APPEAL PROCESS

## Remediation, Retention and Dismissal Policy

1. **Development of Remediation Plan:** In the event of unresolved problematic student behavior, a committee of the C&P faculty will create a behaviorally focused remediation plan based on the following elements:
  1. Identification of the problematic behaviors – identify deficits and state behavioral competencies to be achieved
  2. Establishment of remediation 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 remediation plan
  4. Determination of individuals who will participate in the plan – identify faculty members who will be involved in remediation activities and supervision
  5. Establishment of timelines for accomplishing plan – specify timetable to accomplish remediation tasks and to achieve behavioral competencies
  6. Inclusion of right of appeal – indicate to student of their right to appeal the remediation plan and not sign the document
  7. Provision for immediate dismissal – inform student that other legal, ethical, or policy violations may supersede the remediation 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 she/he demonstrates understanding of the plan and gives her/his consent for the plan to be implemented.
  
1. **Remediation Activities:** In accordance with counselor education standards of practice, remediation 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.
  
2. **Due Process:** Students will be given a written copy of the remediation plan. Students have 14 days to present a written rebuttal statement if challenging the decision. They 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 accept 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.

3. **Evaluating Remediation Efforts:** Within fourteen (14) days of the expiration of time granted for remediating 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 remediating 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 remediation 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 remediation plans will be forwarded to the Department Chair.
4. **Dismissal:** The Department of Counseling and Psychology – Clinical Mental Health Counseling concentration reserves the right to terminate any student from the program who fails to meet remediation 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 remediation agreements then in effect with that student in accordance with University policy.

## PROGRAM EXIT ASSESSMENT

When a student reaches the last semester of the CMHC program, they must take and pass the Counselor Preparation Competency Exam (CPCE). A passing score is 80 points or above.

## LEGAL LIABILITY AND INSURANCE

Students in MHC program must maintain professional liability insurance throughout their program. Professional liability insurance may be obtained through professional organizations such as ACA, APA, NASP and NTE. Proof of insurance must be kept in the student's portfolio. <http://www.hpsoc.com/professional-liability-insurance/student-coverage-description.jsp>

## Information for Advisors and Advisees

### CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION - COURSE SEQUENCE

#### Clinical Mental Health Counseling (MHC) Advising Instructions Form

##### **Entering Students (New, less than 9 credit hours)**

1. Thoroughly review the [Department Program of Study](#) page and [Graduate School Requirements](#)
1. MA-CMHC is on page 7. This document lists core courses required for your degree. Use this list in completing your Graduate School Program of Study Form.
2. The Grad School page instructs students about the rules regarding taking courses at different levels (5000, 6000, 7000). Students must acquaint themselves with this page.
3. Determine your concentration of interest (MHC, SC, SP, EP) based on your career goals.
4. Contact the Concentration Leader for your interest area to make an appointment for advisement.
  1. Upon receipt of your interest, you will be provided an advisement guide containing relevant links to facilitate your advisement appointment.

##### **Continuing Students (9-15 credit hours)**

1. Upon completion of 9 credit hours, but prior to completing more than 15 credit hours, students will meet with their adviser to complete the Graduate School MA [PROGRAM OF STUDY](#).
1. Prior to the meeting, students must complete the Program of Study form using the resources provided on the [SITE](#) and contained in this packet.
2. This form must be completed after completion of 9 graduate credits, but before 15 credits. Once a student has completed at least 9 hours, they are to complete a draft of their Program of Study form for the graduate school. Work with your advisor (Dr. Luke) to finalize this document.
3. **Selection of committee members:** Each student will select three committee members based on the following criteria:
  1. The student's advisor is the first committee member, and Chair of the committee
  2. Select two other faculty members from the C&P graduate faculty
  3. Select faculty with whom you have had or are very likely to have in class
  4. Send the faculty member an email requesting they consider serving on your committee.
4. **Licensure Requirements:** While the MHC Program prepares students to sit for state licensure exams for LPC, students must carefully select their program electives to meet state requirements for the LPC with Mental Health Service Provider designation (MHSP).

1. [LPC Rules](#)
2. [LPC Application](#)

**ALL Students**

1. The forms included in this advising packet are to assist students in planning their study in the C&P Department at TTU. They are intended to be a guide in working with your adviser. Please review carefully and thoroughly PRIOR to talking with your adviser.
2. The role of your graduate advisor and committee chair is to assist students in reflecting on career goals, selection of courses, and progression through the program. However, the ultimate responsibility for meeting graduation requirements, licensure requirements, and professional goals rests solely with students. Please plan and prepare accordingly.

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Information for EdS students pursuing the EdS in Agency Counseling in order to pursue state licensure

- [EdS POS Form](#) (for use by EdS-Agency Students)
- [EdS Admission to Candidacy Form](#)

**Courses by CACREP and State Licensure  
Mental Health Counseling Concentration (60 hours)  
(See Program of Study for Specific Matriculation Plan)**

<b>1. Professional Orientation and Ethical Practice 3 hrs.</b>	
COUN 6300, Orientation to Counseling: Foundations, Ethical, and Legal Issues	
<b>2. Social and Cultural Diversity hrs.</b>	<b>3</b>
COUN 6380, Introduction to Multicultural Counseling	
<b>3. Human Growth and Development hrs.</b>	<b>3</b>
COUN 6000, Counseling Across the Lifespan	
<b>4. Career Development hrs.</b>	<b>3</b>
COUN 6410, Career Counseling	
<b>5. Helping Relationships 15 hrs.</b>	
COUN 6360, Counseling Skills	
COUN 6362, Counseling Theories	
COUN 6800, Practicum in Counseling	
COUN, Internship in Agency Counseling I	
COUN, Internship in Agency Counseling II	
<b>6. Group Work hrs.</b>	<b>3</b>
COUN 6320, Group Counseling	
<b>7. Assessment in Counseling 3 hrs.</b>	
COUN 6670, Assessment in Counseling	
<b>8. Research and Program Evaluation* hrs.</b>	<b>6</b>
EDPY 6310, Educational Statistics	
<b>OR</b>	
EDPY 7310, Advanced Educational Statistics	
<b>AND</b>	
EDPY 6930, Interpreting and Applying Psychological Research	
<b>9. Diagnostic and Treatment Applications** 12 hrs.</b>	
COUN 7600, Psychopathology	
COUN 6460, Intervention Strategies for Drug Abusers	
COUN 7370, Supervision and Professional Issues in Counseling	
COUN 6680 Crisis Intervention and Treatment Planning	
<b>10. Guided Electives</b>	<b>9 hrs.</b>

COUN 7300, Seminar in Counseling
COUN 6385, Counseling Children and Adolescents
COUN 6370, Family Systems
COUN 6630, Theories of Personality
<b>TOTAL 60 Hours</b>

## STUDENT ADVISEMENT

### Advisory System

Once admitted to the Department of Counseling and Psychology-CMHC concentration, students are assigned an academic advisor. Advisement is required for all students. The Department recommends students meet with their advisor once per semester to plan their course of study and discuss options. Class selection can be accomplished by following the courses as outlined in the documents listed above and on the website. Students must meet with their advisor each semester and for candidacy, change of program, and confirmation of transfer credits. Students should meet with their advisor or a faculty member on a regular basis to discuss any concerns with their program.

**Note: If you have difficulty reaching your advisor, please contact the Department secretary, Mrs. Elizabeth Honeycutt (931) 372-3457 or [mwilliams@tntech.edu](mailto:mwilliams@tntech.edu) or the department chairperson with department related questions.**



**MENTAL HEALTH COUNSELING PROGRAM**  
**2-Year Plan with Summers, Entering Fall**

Term	Course #	Course Name (and Pre-Req, if applicable)	Day/Time	#	√
YEAR 1 FALL	COUN 6300	Introduction to Counseling: Foundations, Ethics, & Legal Issues		3	
	COUN 6360	Counseling Skills (6300)		3	
	COUN 6362	Theory & Techniques (6300)		3	<b>9</b>
YEAR 1 SPRING	COUN 6320	Group Counseling (6300, 6360, 6362)		3	
	COUN 6800	Practicum <sup>1</sup> (6300, 6360, 6362, 6320)		3	
	COUN 6380	Intro to Multicultural Counseling		3	<b>18</b>
YEAR 1 SUMMER	COUN 6000	Counseling Across the Lifespan <sup>3</sup>		3	
	EDPY 6310	Educational Statistics <sup>1</sup>		3	
	COUN 6410	Career Counseling <sup>2</sup>		3	
		Elective <sup>2</sup>		3	<b>30</b>
YEAR 2 FALL	COUN 6820	Internship I <sup>1</sup> (6800)		3	
	COUN 7600	Psychopathology		3	
	COUN 6460	Intervention Strategies for Drug Abusers		3	<b>39</b>
YEAR 2 SPRING	COUN 6821	Internship II <sup>1</sup> (6800, 6820)		3	
	COUN 6680	Crisis Intervention & Treatment Planning		3	
	COUN 6670	Assessment in Counseling		3	<b>48</b>
YEAR 2 SUMMER	COUN 7370	Supervision and Professional Issues <sup>3</sup>		3	
	EDPY 6930	Interpreting and Applying Psychological Research <sup>1</sup>		3	
		Elective <sup>2</sup>		3	
		Elective <sup>2</sup>		3	<b>60</b>

<sup>1</sup> These courses are commonly offered in both the fall and spring semesters.

<sup>2</sup> Three Electives must be taken in our program and may be taken at any semester. Advisors will help guide you in making the best decision for you.

<sup>3</sup> These courses are offered in either the fall or spring semesters every two years.

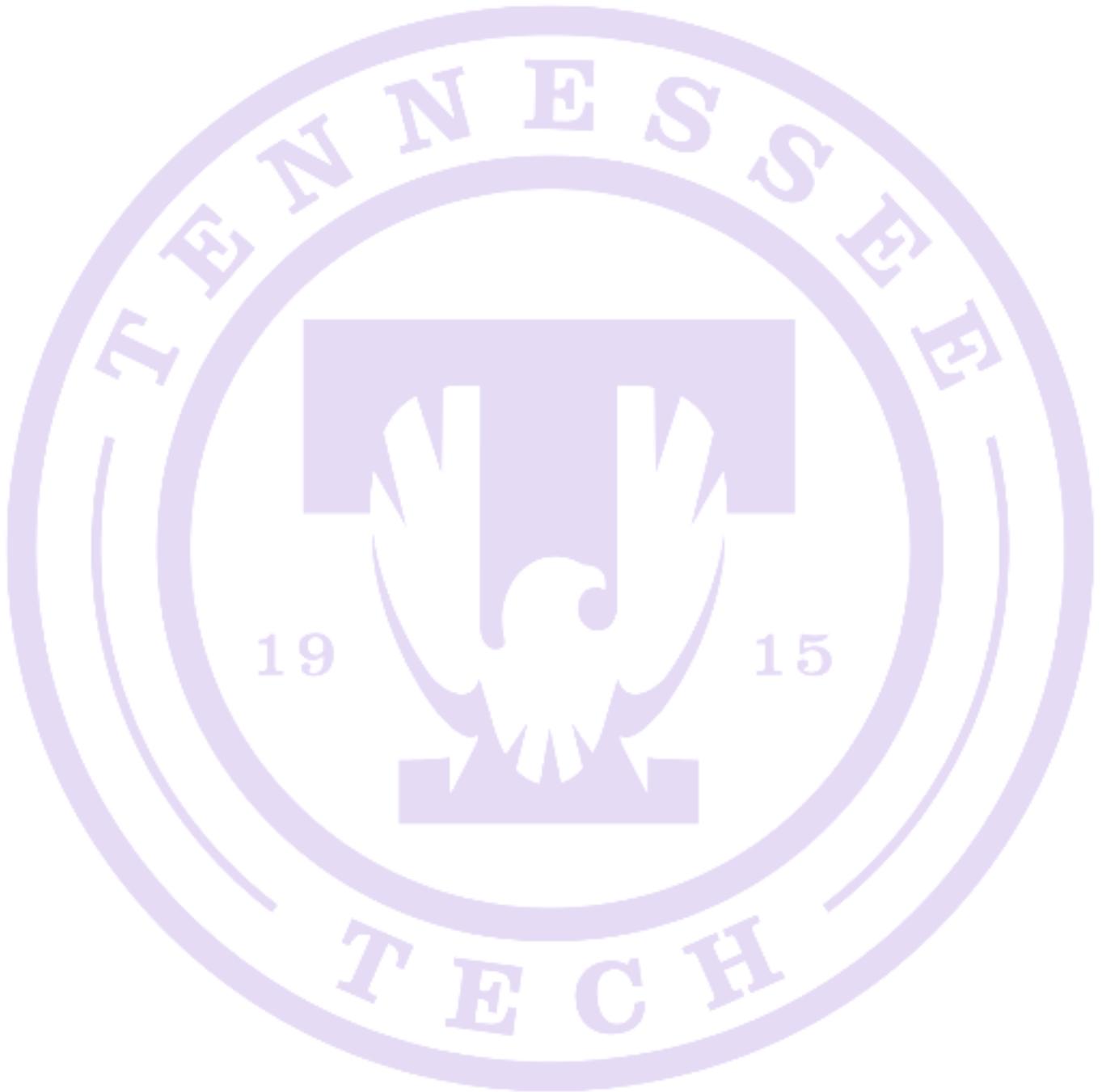
## Orientation

A Counseling and Psychology Department orientation for new students at the start of the Fall semester. A mandatory MHC program orientation is presented in the EDPY 6300 Fundamentals of Counseling course. New students are also invited to attend the general graduate student orientation. Information regarding this orientation can be found on the TTU Graduate Studies website.

## STUDENT ADVISEMENT CHECKLIST

- **WEBSITE AND HANDBOOK** - Thoroughly read and familiarize yourself with the MHC Program and C&P Department Website and student handbook.  
<http://www.tntech.edu/graduatestudies/psychology/>
- **E-MAIL** - Secure TTU e-mail address. Check this account on a weekly basis.
- **D2L - a.k.a. iLearn:** Secure TTU D2L account.
- **ORIENTATION** - Attend orientation meeting. All students new to the counseling program must attend. The purpose of the orientation is to convey essential information regarding the program and its requirements. An orientation is also held in the course EDPY 6300 Orientation to Counseling.
- **REGISTRATION** - Identify semester(s) when courses are typically offered and take prerequisite courses as soon as possible. It is advised to begin with Tier I courses. Register for classes on-line. **Meet with your advisor each semester** to assure proper scheduling of classes.
- **PROGRAM OF STUDY** - Meet with your advisor to develop a Program of Study (between 9 and 15 credits). Together, you and your advisor will select two additional faculty members to invite to serve on your committee. Also at this meeting, your advisor should provide you with a practicum registration form. Please complete this form to the best of your knowledge.
- **COMPLETION OF CORE I** - Complete all Tier I courses prior to EDPY 6800 (Practicum) registration.
- **PRACTICUM** - Secure a practicum site and obtain advisor approval. Practicum registration forms are due \_\_\_\_\_ for guaranteed spring/fall registration. Appropriate clearances **MUST** be secured prior to course registration.
- **INTERNSHIP** - See Internship coordinator for details on preparation for internship. Secure internship site, obtain advisor approval, and complete internship registration form.
- **COMPREHENSIVE EXAM (a.k.a. "Comps")** - Take CPCE exam during last semester. Apply (beginning of final semester) to take comprehensive examination and pay appropriate exam fees.

□ **GRADUATION** - Submit application for graduation through the Registrar's Office for M.A.



## Faculty and Staff

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## Practicum and Internship

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

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

The internship is generally scheduled during the last two semesters of the student's degree program, and is always completed AFTER Practicum. The Practicum field experiences require students to complete a registration form with their advisor, which will initiate the practicum and internship course registration. Students are also required to obtain professional liability insurance, and most sites will require a clear Criminal Records background check.

### Mandatory Practicum/Internship Information Meeting

The Practicum/Internship Coordinator meets with all prospective interns prior to the internship experience and provides them with a course syllabus, contracts, and lists of academic and insurance requirements. Attendance at this meeting is mandatory.

### Site Selection

The Practicum and Internship sites are generally located by the student after careful consideration of his/her professional goals and the type of field experience designated by the degree program. Students are advised to begin seeking a practicum site early in the semester preceding the semester in which they intend to take (it can take several months to identify a site, obtain faculty permission, complete the required agreements, and coordinate schedules). The degree program concentration leader and faculty can serve as resources for locating internship sites.

### Supervisor Qualifications

The site supervisors for students enrolled in the CMHC program must have the following qualifications:

1. A minimum of a Master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of five years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation

procedures for students.

4. Relevant training in counseling supervision.

Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

**The onsite supervisors for practicum and internship must sign a contract agreement with TTU to confirm the field placement.**

### Counseling Practicum Requirements

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over an academic term.

Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Complete 60 hours of Indirect hours (see Practicum Handbook for details).
3. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation with a program faculty member.
4. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.
5. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
6. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

**PLEASE REFER TO THE PRACTICUM & INTERNSHIP MANUAL FOR FULL DISCUSSION OF RELEVANT INFORMATION.**

### Comprehensive Examination

As a culminating experience for the Clinical Mental Health Counseling degree in the Department of Counseling and Psychology, counseling degree candidates are **required** to complete a Comprehensive Examination.

Comprehensive examinations for CMHC degree candidates are once a semester during the sixth week of classes (confirm date and time with departmental secretary).

To help candidates prepare for the examination, an orientation meeting is held at the beginning of each semester.

The candidate **must register** for the comprehensive examination. Students must be in good standing (GPA 3.0) with no Incompletes. Registration forms may be obtained from the Department office, Matthews-Daniel Hall.

## LICENSURE and CERTIFICATION

### Licensed Professional Counseling – Mental Health Service Provider (LPC - MHSP)

Students who complete the 60-hour program in Clinical Mental Health Counseling (with coordination of appropriate electives with their Advisor) 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 (3 years minimum) and pass the National Counselor Exam (NCE), National Clinical Mental Health Counseling Examination (NCMHCE), and Tennessee jurisprudence (i.e., law and ethics) exam, they will obtain their license.

For further information pertaining to licensure as a professional counselor, students may visit the Board of Professional Counselors website at:

<http://www.state.tn.us/sos/rules/0450/0450-01.pdf>.

A summary of the requirements is listed below.

### **STUDENTS ARE RESPONSIBLE FOR CONFERRING WITH THE STATE BOARD AND ENSURING THEIR PROGRAM OF STUDY WILL QUALIFY THEM FOR LICENSURE!**

Below is a brief summary of licensure requirements. They are not intended to be comprehensive or the final authority for licensure.

*(4) Professional Counselor with Mental Health Services Provider designation.*

*(a) Prior to submitting an application, each of the following qualifications must be met by a candidate for professional counselor with Mental Health Services Provider designation:*

- 1. Be at least 18 years of age.*
- 2. Must provide evidence that he is highly regarded in moral character and professional ethics (Rule 0450-1-.05).*
- 3. Meet the following educational requirements prior to the date of application:*
  - (i) Sixty (60) graduate semester hours, based upon a program of studies with a major in counseling, completed from an institution accredited by the Southern Association of Colleges and Schools, the Counsel for Accreditation of Counseling and Related Educational Programs, or a comparable accrediting body;*
  - (ii) The graduate coursework should include, but is not limited to, the following core areas (one course may satisfy study in more than one of the study areas):*
    - (I) Theories of human behavior, learning and personality*
    - (II) Abnormal behavior and psychopathology*

- (III) Theories of counseling and psychotherapy
  - (IV) Evaluation and appraisal procedures
  - (V) Group dynamics, theories and techniques
  - (VI) Counseling techniques
  - (VII) Ethics
  - (VIII) Research
  - (IX) Use of the DSM
  - (X) Treatment and treatment planning
  - (XI) Clinical practicum or internship (pursuant to T.C.A. § 63-22-104);
4. Complete 1000 hours of post-masters professional experience, including 100 hours of supervised experience obtained pursuant to Rule 0450-1-.10(5);

5. Pass the examination pursuant to Rule 0450-1-.08.

For the purpose of mental health service provider designation pursuant to T.C.A. § 63-22-150, “has completed a minimum of nine (9) graduate semester hours of coursework specifically related to diagnosis, treatment, appraisal and assessment of mental disorders” will be interpreted to mean passing nine (9) semester hours, either during the course of a graduate degree or as post-graduate work, in courses which include diagnosis, treatment and treatment planning, appraisal and assessment of mental disorders, psychopathology, and the use of the DSM, were the entire focus of the course or comprised a substantial portion of the course work.