

HUMAN DEVELOPMENT COUNSELING

STUDENT HANDBOOK AND POLICY MANUAL

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FOREWORD

This manual has been designed to familiarize you with the policies and procedures that shape the Human Development Counseling program. It is not viewed as complete and is not intended to replace the Peabody College Catalog. It is intended to provide information you will need in order to make decisions about your graduate study and to acquaint you with the administrative requirements, policies and procedures you will be expected to meet. Where the manual seems incomplete for your purposes, you are encouraged to inquire with the HDC secretary. For questions or concerns beyond her domain, please make inquiry with the program director or your faculty adviser.

We trust that your experience in the HDC program will be stimulating, growthful, and positive and that this manual will be helpful in that regard. We are glad you are here!

HDC Faculty

AN INTRODUCTION TO HDC - INFORMED CONSENT

The master's degree program in Human Development Counseling provides quality training for individuals desiring to become community or school counselors. This training includes didactic/classroom activities, small group seminars, skill building laboratory experiences, and supervised field experiences. These training components are designed to provide each student with a meaningful professional and personal growth opportunity.

Students entering the HDC program should realize that professional development as a skilled helper is not possible without a commitment to personal growth. Students should expect to participate in a variety of activities in conjunction with coursework. These activities will require openness to self-disclosure, self-assessment, intrapersonal and interpersonal growth. Courses such as Group Dynamics and Pre-practicum are especially oriented toward experiential learning.

As students grow, intrapersonally and interpersonally, they are encouraged to involve significant others in this process. Change on the part of one person in a relationship can be threatening if it is not acknowledged and understood within the relationship. When such insight is shared and understood by others, it can serve as a catalyst for growth.

The HDC faculty is committed to providing a learning environment that facilitates cognitive and affective development. We see this as a major strength in our program, and we trust you will enter into the program fully informed of its potential and eagerly committed to participate in it.

THE DEPARTMENT OF HUMAN AND ORGANIZATIONAL DEVELOPMENT

The HDC program is one of three graduate programs in the Department of Human & Organizational Development (HOD) at Peabody. The Community Development Action (CDA) program is a master's degree program designed for professional preparation for leadership in community and human service organizations. This degree is the newest of the HOD graduate programs, accepting its first students in 2001. The program was developed out of a growing demand and need for professionals with community understanding and experience.

The Community Research & Action (CRA) program is a doctoral degree program designed to prepare students for an academic or policy-related career as an action-researcher in applied community studies, including community psychology, community organization and development, prevention, community health/mental health evaluation, and ethics. Students are trained to work toward change in large and small institutions in either U.S. or international settings.

The department also houses the largest undergraduate major at Vanderbilt. Faculty, students and staff in HOD are dedicated to creating an environment that promotes individual, group and community development. This philosophy is best exemplified in the HOD mission statement below.

DEPARTMENT OF HUMAN AND ORGANIZATIONAL DEVELOPMENT

MISSION STATEMENT

We seek to promote individual, relational, and collective well-being by enhancing the development of individuals, organizations, communities, and societies. We strive to achieve these aims by creating and disseminating knowledge about how people, groups, and systems influence one another.

HOD faculty, staff, and students strive to hold each other accountable to promote:

- People's rights, dignity, learning, and growth;
- Relationships based on caring and respect;
- Communities of inclusion and support; and
- Societies built on democratic participation, justice and equality.

PROGRAM RATIONALE

We believe in development as the freedom to create and choose among real opportunities for realizing human potential. We also believe that this development is achieved only through the simultaneous and balanced satisfaction of personal, interpersonal, and collective needs. Based on this premise, the department of Human and Organizational Development aims to prepare undergraduate and graduate students for the promotion of human, organizational, and community development through rigorous, critical, experiential, ecological, systemic, and multidisciplinary modes of learning. Instead of concentrating only on single units of analysis, we focus especially on the connections among them. We work to emphasize interpersonal and counseling skills, organizational and small group dynamics, community interventions, applied participatory research, leadership development, consultation, and social policy formation. In keeping with Peabody College's mission to provide research and education that make a difference in the lives of children, youth, and adults in the community, we want to prepare students to become agents of human and organizational development at the local, national and international levels.

PRINCIPLES OF SIMULTANEITY

Human, Organizational, and Community Development Must Progress at the Same Time

We offer courses, programs, and research opportunities that focus on personal, organizational, and community development as well as personal and organizational effectiveness. Our programs are grounded in a contextual and interdependent understanding of life-long learning, interpersonal and social efficacy, and developmental change in the community.

Teaching, Research, Action, and Critical Reflection Must Progress Simultaneously

We sharpen the qualitative and quantitative analytical skills required for the integration of knowledge stemming from diverse disciplines. We blend intellectual rigor with practical and emotional intelligence for the promotion of effective and ethical interventions. Students in our programs practice what they learn through classroom simulation, internships, practica and field research. We engage in self-reflection, bring personal experience to the classroom, and foster individual and public virtue in the process. Our students learn to discover and use empirical evidence to support their arguments, interventions, and integrative thought processes.

PRINCIPLES OF COMPLEMENTARITY

Dimensions of Development Must Be Studied as Complements

To emphasize the interdependence of the various domains of human and organizational development, we stress the complementary functions of individual and collective wellness, conflict negotiation and systematic inquiry, and intervention designed to induce both the private and the common good. Our values of liberty, solidarity, and equality complement each other; as do human, social and civic capital and psychological, organizational and community interventions.

Skills and Knowledge in Different Domains Must be Emphasized

We offer programs that cover the entire range of development, from the micro to the macro sphere in the private and the public sectors. Faculty and students alike strive to strengthen the relationship between their own concentration and other domains through the department colloquium, participation in professional meetings and a range of special seminars. Development occurs not only in the nodes of human, organizational, and community development, but also in the very links that tie these nodes together.

PRINCIPLES OF CONTEXTUALISM

Development Must be Examined in the Context of Globalization

We understand that the balance among values, needs, and social policies change, and with them, our prescriptions for interventions. We monitor changing social circumstances around the globe and study their implications for human, organizational, and community development in local and international contexts. When forces of globalization threaten communal life, we strive to restore it; where globalization advances the common good, we seek to enhance it.

Development Must be Grounded in the Context of Specific Populations

We recognize that families, groups, organizations, communities and nations emphasize certain values and needs more than others. We seek to help balance self-determination with respect for diversity and social justice, and individualism with cohesion and solidarity. In our teaching, research and action, we strive to reinforce equilibrium wherever it is found and to detect lack of equilibrium and teach students to think and act critically and creatively in ways that address desired balance.

THE HDC PROGRAM

The graduate program in Human Development Counseling offers students two professional training options at the master's degree level. Students may participate in either the Community Counseling Program that prepares counselors for work in human service agencies and mental health settings or in the School Counseling Program that prepares elementary and secondary school counselors. While there is overlap in these programs, they are viewed as distinctly different options. Thus, students must indicate by the end of the first semester of coursework (or after 12 credit hours of coursework) which program they intend to follow.

The primary purpose of the Vanderbilt master's degree program in Community Agency Counseling is to train knowledgeable, competent, and skillful professional clinicians to provide counseling service delivery within the context of the various human service agencies serving our community and society. The primary purpose for the master's degree program in School Counseling is to train knowledgeable, competent, and skillful professional counselors to provide guidance and counseling services which meet the academic, social, psychological, and emotional needs of students, PreK-12.

Both HDC programs are fully accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP). In addition, the School Counseling Program is approved by the Tennessee State Department of Education.

HDC PROGRAM OBJECTIVES

The objectives listed below represent the major program objectives for all students in Human Development Counseling. The more specific objectives related to each of these provide the skeletal framework for the coursework offered to students and thus will be found in each course syllabi.

- A. To provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession. This includes a special emphasis on life-span human development.
- B. To aid students in the acquisition of counseling and helping skills such as individual counseling, supervision, testing, consulting, group work, interviewing, diagnosis, and assessment.
- C. To provide students with a knowledge of the organization and administration of human service agencies or schools as well as clarity regarding the role of the professional counselor in each of these settings.

- D. To educate students in research/evaluation tools relevant to the delivery of helping services in either a community agency, school, or corporate setting.
- E. To introduce students to the wide scope of diverse populations they will encounter in their work settings.

CURRICULUM AREAS

The program is organized into six curriculum areas. Students have courses and experience in each of the following six areas:

- I. Human Growth and Development Foundations: Provides a broad understanding of the needs and tasks confronting individuals at all developmental levels. Emphasis is on human behavior, personality and learning theory, stage development, and the constructivist view of human development.
- II. The Helping Relationship: Includes (a) philosophic and epistemological foundations of the helping relationship; and (b) counseling theory, supervised practice, and application.
- III. Group Process and Organizations: Provides theory and dynamics of groups and human service organizations. Topics include group and organizational theory and leadership skills. Also, students analyze contemporary issues facing counselors.
- IV. Life Styles: Covers career choice theory, occupational trends, vocational guidance, and issues related to career and professional identity. Explores the implications of counseling and service delivery for persons with disabilities, for women, for the elderly, and for minority groups.
- V. Appraisal and Diagnosis: Includes the establishment of a systematic framework for understanding an individual within a given social system or environment. Emphasis is placed on methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, social class, and gender-related factors are also considered.
- VI. Research, Evaluation, and Self-Directed Study: Covers statistics, field studies, research design, ethical issues in research, program evaluation, and the development of research and evaluation proposals.

ADVISER

Each student will be assigned a faculty adviser upon entering the program. The adviser will serve as a major resource for the student on all academic matters.

Change of Adviser

In order to change advisers, a student must:

- A. Obtain the consent of the prospective new adviser;
- B. Submit a written request to the HDC Program Director listing the names of both the present adviser, the prospective new adviser, and the reason for the request.

Upon reviewing the request, the Human Development Counseling Director will send a written notification of the decision to the student.

INCOMPLETE GRADES

A grade of "Incomplete" (I) is assigned only on written request of a student to the instructor. This may occur in instances where a unit of work is not completed because of verifiable extenuating circumstances such as illness, accident, death in the immediate family, etc. Request for Incomplete Grade forms are available in the HDC office. When submitting a grade of "I", the professor must indicate (in writing) the nature of the work to be completed, the course grade for work completed to date, and the relative weight of the incomplete work. If the "I" is not removed within one calendar year, the "I" automatically changes to an "F".

TRANSFER OF CREDIT

All students wishing to transfer graduate credits from other institutions to Peabody/Vanderbilt to be applied to an HDC degree should be aware of the following criteria:

- A. Transfer credit must carry a grade of A, B, or P and must be earned at the graduate level only. Grades of P, S, etc. must be documented as equivalent to a graduate level A or B.
- B. Transfer credits must fit into one of the six curriculum areas which comprise the required HDC program structure and they must be judged to be equivalent to the HDC coursework. Elective credits must also be comparable to graduate Vanderbilt courses.
- C. Up to nine (9) credit hours may be transferred into the HDC program provided it meets all college requirements listed in the college catalog.
- D. All coursework, which is to be used for transfer to the M.Ed., must be submitted to the Registrar on a Transfer of Credit form, which is available in the HDC office. This is the mechanism for insuring that all coursework applied toward the degree appears on the student's Peabody transcript.
- E. Once the HDC adviser has approved the transfer hours, the student must submit to the HDC Program Director his/her Transfer of Credit form for approval.
- F. Once a student has been enrolled and accepted in the HDC Program, they may not take courses at other universities for transfer credit. The only exception is a course not offered at Vanderbilt University deemed necessary for professional development. This course must be approved in advance by your Adviser, Program Director, Department Chair, and the Peabody Dean's Office.

PROGRAM OF STUDIES

Filing the Program of Studies

Students must file an approved Program of Studies prior to the end of the second semester of study or upon the completion of 12 graduate-level semester hours of coursework at Peabody, whichever comes first. The Program of Studies provides a means

of monitoring the student's fulfillment of course requirements, as well as providing the student and adviser a means for planning a unified course of study.

In addition to meeting the number of course hours for the degree, each student must meet the Human Development Counseling course requirements within each of the six curriculum areas. (See Appendix A).

1. How to File

The Program of Studies must be typed on the official form for the program of choice (available in HDC office).

- A. The student should complete the proper form in close consultation with his/her adviser in order to insure accuracy.
- B. All copies of the program of studies will then be submitted to the HDC Program Director for approval.

2. Changing the Program of Studies

Once the Program of Studies has been signed by all parties, it becomes a contract between the student and the department. After this point, a change in the course of studies may be made only through initiation of the student. This can be done by submitting a Change of Program form signed by the student, adviser and Program Director.

3. Deadlines

It is the student's responsibility to be aware of all deadlines. Information regarding all deadline dates can be obtained from the HDC secretary. Most are posted each semester on OAK. The following is a chart of milestones that will be maintained in the advising file of the student.

Professional Development Requirement

All students must complete 6 individual sessions of counseling before beginning their internship field placement. (see page 20, program requirement K).

| Milestone | Done By | Completed Date | Approval |
|--|--|----------------|----------|
| Annual Review of Progress | Dec. 15 (1 st semester) 1 st year | | |
| | May 1 (end of 1 st year) | | |
| | Dec. 15 (1 st semester) 2 nd year | | |
| PoS | March 15 (1 st year) | | |
| Practicum | | | |
| Internship | | | |
| Thesis--or-- Comp <input type="checkbox"/> (check one) <input type="checkbox"/> | March (2 nd year) | | |
| Incomplete Coursework | | | |
| Six Sessions of Counseling | May 1 st (end of 1 st yr.) | | |

Completion of HDC Professional Development Requirement

Name of HDC Student

Has completed six individual sessions of counseling as part of the requirements for the Human Development Counseling Program, Vanderbilt University

Name and Credential

4. Electives

A number of program options are available to HDC students. These elective hours can be taken in any program or department at Vanderbilt University upon consent of the student's adviser.

The following courses are a few options considered to be acceptable elective courses for students pursuing the Community Agency Counseling track in HDC:

| | |
|---------|---|
| HDC3550 | Developmental Approach to Personal Loss and Grief |
| HDC3400 | Marriage & Family Counseling |
| HDC3410 | Advanced Marriage & Family Counseling |
| HDC3420 | Theories & Techniques of Counseling with Children & Adolescents |
| HDC3460 | Trauma: Impact & Intervention |
| HDC3480 | Addictions |

| | |
|---------|------------------------|
| PSY2470 | Community Psychology |
| PSY2320 | Adolescent Development |
| PSY2890 | Ethical Issues |

Acceptable elective courses for students pursuing the School Counseling track in HDC:

| | |
|-----------|---|
| EDUC2040 | Introduction to Classroom Technologies |
| EDUC3220 | Parents, the School, and the Community |
| PSY2320 | Adolescent Development |
| HDC3670 | Advanced Developmental Counseling Psychology |
| HDC3550 | Developmental Approach to Personal Loss & Grief |
| HDC3480 | Addictions |
| HDC3460-2 | Trauma: Impact & Intervention |

There are other courses offered within the university system that may also meet program requirements as elective courses. Students desiring to take such coursework must have prior approval from their faculty adviser before registration.

CLINICAL COMMITTEE

All decisions related to supervised field experiences at the master's level are made by the Clinical Committee. This includes the determination of equivalency of Area II coursework taken outside Peabody as well as any special waivers related to the HDC curriculum in this area. The Committee is comprised of all HDC core faculty members and HDC adjunct faculty who supervise interns during that academic year. Correspondence should be addressed to the Chairperson, Clinical Committee, and delivered to the HDC office. A later section in this handbook will give more detailed information about the Clinical Committee.

GUIDELINES FOR WRITING STYLE AND FORMAT

All major written projects in HDC must follow specified guidelines for style and format. Students should refer to the *Publication Manual of the American Psychological Association, Fifth Edition* and to the *Peabody College Guide for Writers of Theses, Independent Studies and Dissertations*. For an introduction to APA style see: www.wisc.edu/writing/Handbook/DocAPA.html

M.ED. DEGREE REQUIREMENTS

Program Requirements

- A. Coursework taken at the 1000 level does not apply toward a graduate degree.

- B. Up to 9 hours of credit may be transferred from another institution (See Transfer of Credit, page 5).
- C. The appropriate number of credits must be obtained in each of the six Human Development Counseling curriculum areas.
- D. No more than half of the student's M.Ed. work may be taken at the 2000 level.
- E. Electives, of the general-type, are acceptable in HDC if they fit into one of the existing six curriculum areas in accordance with the student's major track.
- F. To deal with all matters related to practicum, supervision and internships, the department has established a Clinical Committee. This committee will have final authority on all practicum and internship issues (e.g., placement, supervision, etc.).
- G. All work credited for the degree must be completed within six years from the time of admission into this program.
- H. Successful completion of Theories of Counseling (3310), Prepracticum (3850), Practicum (3870), and Group Dynamics (3760) is required before a student is eligible for field placement in the Internship.
- I. In order to graduate, a student must have at least a "B" average at the completion of coursework. Failure to maintain a cumulative "B" average will cause students to be placed on Academic Probation. Students must have received a P (Passing score) in both Practicum and Internship. College policies regarding Academic Probation are applicable to this department and are specified in the college catalog.
- J. Successful completion of the Written Comprehensive Examination (described below) or thesis is also required.
- K. All students entering the program must complete six individual sessions of counseling before beginning their internship field placement. If choosing an off-campus treating source, the counselor must be a licensed mental health professional (LCSW, LPC, or Licensed Psychologist). If choosing the Vanderbilt Psychological and Counseling Center, the counselor must

hold at minimum a master's degree and have two years of experience in the field. Predoctoral interns in Psychology and Postdoctoral interns meet this requirement. Once the sessions have been completed, students should submit a signed statement from the treating source stating the six session requirement has been met.

Comprehensive Examination

All HDC students must complete a Comprehensive Examination at the end of their program of studies unless they are planning to write a thesis. Comprehensive Examinations are given once each semester and during the summer at times designated by the Program Director. Students must submit a *Request for Master's Comprehensive Examination* form, signed by their major professor (either the community or the school counseling coordinator), by the specified department deadline each semester. A copy of the appropriate form and a sample format for submitting the comprehensive bibliographies are found in Appendix C.

The Comprehensive Examination will consist of three sections:

- A. A written statement of theoretical orientation;
- B. A poster presentation on a special topic chosen by the student; and
- C. An oral exam on a case written by the faculty.

Part A: Written Statement of Theoretical Orientation

The written portion of the examination will ask students to describe their theoretical orientation of counseling, including specific strategies and goals that guide their actions. Students will be asked to address what aspects of coursework and training have been influential in their development as counselors. Students must include in their discussion culturally sensitive and developmentally appropriate practice as well as their perceived strengths and weaknesses as counselors. Specifically, students must reflect upon what characteristics they deem most important in their work, as well as how they might use research to guide practice. The written statement will be completed in one two-hour sitting.

Part B: Special Topic Poster Presentation

Students will be asked to present a poster on a specific topic of research interest approved by a first evaluator. Special topic posters must present research rooted in one of CACREP's eight common core areas. Each poster will have a first and second evaluator. The first evaluator must be a core HDC faculty member. The second evaluator may be an

adjunct faculty in HDC, HOD, or other relevant department on campus. In preparation for the poster, students will develop an annotated bibliography which will form the basis for study and evaluation. Though research will not be to the level of a thesis and need not include collection of primary data, the posters and presentation must display a graduate level of scholarly inquiry and analysis. Posters must include a synopsis of the key findings, relevant tables and charts, and any other visual elements that capture the student's research. Presentations will be open to all HOD students and faculty, and posters will be placed on display in the department.

Part C: Oral Case Examination

An oral examination will also be required. Students will be asked to assess a case including consideration of treatment goals and ethical implications. Cases will be based on the student's emphasis, community or school counseling. Orals will be evaluated by two faculty members. A core faculty member will serve as first evaluator, and the second evaluator may be an adjunct faculty in HDC, HOD, or other relevant department on campus.

Grading

Each section of the Comprehensive Examination will be independently evaluated by two professors on a scale of 1 = Fail, 2 = Pass, 3 = High Pass. Where the two faculty evaluations disagree as to Pass/Fail, a third reader will be appointed by the HDC Program Director to evaluate the area in question and the majority decision will be taken.

Where a student fails any area of the exam, he/she has the option to retake the failed area(s). The student must pass all three areas to pass the examination. If a student fails any portion of the examination twice, the student is dropped from the program or required to take remedial coursework. The student may appeal all faculty decisions to the Human Development Counseling Program Director.

Thesis

While most HDC students complete the Comprehensive Examination as the culmination of their program requirements, the college does offer master's students the option to write a research thesis that gives evidence of original investigation in the area of counseling. This option would be most appropriate for someone planning to embark on a Ph.D. program in counseling in the near future. Any students wishing to write a thesis in lieu of the Comprehensive Examination must make their intention known to their adviser by submitting a Request to do Thesis form by the end of the first semester in the program (see Appendix C).

Residence Requirements

There are no residence requirements for the M.Ed. degree.

FACULTY ENDORSEMENT

Upon successful completion of the program's requirements for the M.Ed. degree and demonstration of the requisite competencies, students will receive the program's endorsement to enter the counseling profession in their specialized area.

Specialization

To receive the program's endorsement as a Licensed Professional Counselor, students in community counseling must meet state requirements for licensure. These vary by state and include completing all relevant coursework, supervision, and receiving passing scores on all relevant state and/or national exams.

Tennessee certification and endorsement for school counseling is called "licensure." The School Counseling program is an approved program of the Tennessee Department of Education. Graduates of the School Counseling program will be recommended for the preK-12 License as a Professional School Counselor upon completion of all coursework, practicum, internship, comprehensive exams, and Praxis. School counselor candidates should have their credentials and program plans reviewed by the Peabody School of Education Certification Coordinator, Ms. Chris LaFevor.

GRADUATION

Formal graduation ceremonies are held only in May each year, but degrees are awarded at the close of each semester as well as the summer term.

Before the published deadline at the beginning of the final semester, the student must complete a Notification of Intent to Graduate form and submit it to the HDC secretary. A sample of this form is found in Appendix B.

During the final semester, each graduating student will receive a letter detailing any problems (incompletes, changes needed in the program of studies, etc.) which need correction prior to graduation.

The student should check with the Business Office and the University Library no later than two weeks before graduation to determine whether there are any outstanding

fees or bills.

Students who will not participate in the graduation ceremony must submit a Graduation in Absentia form at least two weeks before graduation. If not picked up within ten days from the Admissions Office, diplomas will be mailed to the permanent address listed on the Intent to Graduate form.

CREDENTIALING

The credentialing of professional counselors takes various forms. Credentialing itself is an umbrella term to cover such areas as licensure, certification, registry, and so on. Below are described some of the major areas students in HDC might wish to explore.

School Counselor Licensure

School counselor licensure differs in each of the 50 states. As a consequence, reciprocity is confusing and unpredictable and students electing to work as school counselors outside the State of Tennessee are urged to check certification standards early in their graduate work.

The State Department of Education offers PreK-12 licensure for school counselors in Tennessee. The HDC program is designed to meet the State requirement for this licensure. Individuals without teaching experience will need to complete 100 hours of classroom observation, prep, and teaching/guidance over the course of their practicum and internship experience. At least 40 of these hours must involve delivery of content, including at least one 4-lesson unit. A full copy of the licensure requirements is found in Appendix D of this document. An in-depth overview of the HDC School Counseling Track is described in a separate handout which is available from the HDC secretary.

The Peabody Certification Officer, Ms. Chris LaFevor, is located on the second floor of the Administration Building on the Peabody Campus. To contact her, call 322-8270. Forms and materials related to licensure as an elementary or secondary school counselor in the State of Tennessee can be obtained through her office.

National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) was initiated as a result of the American Association for Counseling and Development's professional concerns and efforts in the area of credentialing. In 1982, the NBCC was incorporated as an independent, voluntary, not-for-profit organization whose primary purposes are to

establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the NBCC Certification Examination (NCE).

By granting certification, it is not the intent of the NBCC to certify counselors for employment nor to impose personnel requirements on agencies and organizations. Rather, it is the intent to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the counselor. It is further intended that national certification will encourage the continuing professional growth and development of National Certified Counselors and advance cooperation among groups and agencies actively involved in the credentialing of counselors and counselor educators. Both school and community track students are encouraged to sit for this exam.

The NBCC exam (NCE) is administered two times each year (April & October). The April examination is offered on Peabody campus. Information and registration materials are available from Dr. Frieden in Mayborn 203 or by writing:

NBCC
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
Phone: (336) 547-0607
Fax: (336) 547-0017
e-mail: nbcc@nbcc.org
Website: <http://www.nbcc.org>

Licensed Professional Counselor (LPC) - State of Tennessee

HDC students in the Community Counseling Track are able to apply their coursework toward the achievement of the LPC. This credential requires:

- a. a minimum of 60 graduate hours of coursework including a master's degree in Counseling,
- b. a full year of internship, at least one semester of which must be in a non-school setting,
- c. successful completion of the National Counselor Examination (NCE),

- d. two years of successful work experience, post-master's under supervision,
- e. successful completion of a written examination administered by the licensing board.

In addition, LPC's may seek the designation of Mental Health Service Provider (MHSP), which is an addition to the basic LPC. The MHSP is permitted to diagnose and treat mental disorders, contingent upon their training. To obtain the MHSP, the individual must:

- a. meet all requirements for the LPC,
- b. document a minimum of nine credit hours of coursework among the 60 hours required that includes coursework in Psychopathology, Diagnosis, Treatment, and Appraisal & Assessment,
- c. spend their two years of post-master's supervised work experience in a clinical setting.

Application and information regarding licensure may be obtained by contacting the State Board at the following address:

Licensure Board for Professional Counselors, Marital and Family
Therapists, and Clinical Pastoral Counselors
First Floor - Cordell Hull Building
425 Fifth Ave., North
Nashville, TN 37247-1010
(615) 532-5132
Administrative Assistant – Sherry Owens
Website: tennessee.gov
Click on Search
Type in Licensure Board for Professional Counselors

National Certified School Counselor (NCSC)

NBCC also offers a National Certified School Counselor (NCSC) specialty credential, which recognizes counselors who possess a minimum of a master's degree in counseling with coursework in school counseling and who have passed a national application and examination process. HDC students in the School Counseling Track are able to apply their coursework toward the achievement of the NCSC credential.

The NCSC credential is a result of the joint efforts of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and the National Board for Certified Counselors. The NCSC credential was first offered to qualified counselors in 1991. The NCSC credential is not a license to practice. This credential requires:

- a. an advanced degree (master's or higher) with a major study in counseling,
- b. a school counselor credential issued by your state's department of education OR coursework completed in each of nine content areas required by NBCC, plus at least 6 semester hours of academic credit in counseling field experience(s). Must be able to document you earned at least 3 semester hours of credit in counseling field experience(s) in a school setting,
- c. at least 3 academic years of post-graduate counseling supervision and work experience as a school counselor in a PreK-12 school setting.

After completing each of the above, applicants must pass the National Certified School Counselor Examination (NCSCE). Please note, students interested in attaining both the NCC and NCSC credentials need take only the National Certified School Counselor Examination (NCSCE) to obtain both the NCC and NCSC credentials. (Students who have already passed the NCE to attain the NCC credential will need to pass the NCSCE at a later date to attain the NCSC credential.) Currently, no states use the NCSCE for state licensure purposes.

Peabody does not administer the NCSCE at this time. Please contact NBCC for applications, schedules, and test sites.

ACCREDITATION

The HDC Community Counseling program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1983. The School Counseling program has been accredited since 1994. Accreditation is a process in which an association or agency grants public recognition to a school, institute, college, university, or specialized program of study having met certain established qualifications or standards. In the counseling profession, accreditation is a professional credential applicable to programs, not individual counselors.

Accreditation is important because it is assumed that graduates of accredited

programs are better prepared to provide professional counseling services and therefore to serve the public welfare. Accreditation also means that graduates of accredited programs are often exempt from regulations/rules imposed on graduates of non-accredited programs. For example, the NBCC exempts graduates of a CACREP program from the two-year post-master's waiting period (including 100 hours of supervision and 3,000 hours of counseling work experience) before sitting for the NCE.

CACREP is an organizational affiliate of the American Counseling Association (ACA). It is a legally separate, not-for-profit corporation technically distinct from ACA but retaining nontechnical linkages to ACA. The governance of CACREP is facilitated through the leadership of a chairperson and a three-person Executive Committee and a Board of Directors, all of whom are elected by CACREP members. It also has an executive director who coordinates members.

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

American Counseling Association (ACA)

The American Counseling Association (ACA) is an organization of nearly 50,000 counselors, students, university faculty and related members interested in or working in the counseling profession. Its origins go back almost 60 years and ACA has undergone numerous name changes. It contains the following 19 divisions:

[Association for Assessment in Counseling and Education \(AACE\)](#)

[Association for Adult Development and Aging \(AADA\)](#)

[Association for Creativity in Counseling \(ACC\)](#)

[American College Counseling Association \(ACCA\)](#)

[Association for Counselors and Educators in Government \(ACEG\)](#)

[Association for Counselor Education and Supervision \(ACES\)](#)

[Association for Gay, Lesbian and Bisexual Issues in Counseling \(AGLBIC\)](#)

[Association for Multicultural Counseling and Development \(AMCD\)](#)

[American Mental Health Counselors Association \(AMHCA\)](#)

[American Rehabilitation Counseling Association \(ARCA\)](#)

[American School Counselor Association \(ASCA\)](#)

[Association for Spiritual, Ethical, and Religious Values in Counseling \(ASERVIC\)](#)

[Association for Specialists in Group Work \(ASGW\)](#)

[Counseling Association for Humanistic Education and Development \(C-AHEAD\)](#)

[Counselors for Social Justice \(CSJ\)](#)

[International Association of Addiction and Offender Counselors \(IAAOC\)](#)

[International Association of Marriage and Family Counselors \(IAMFC\)](#)

[National Career Development Association \(NCDA\)](#)

National Employment Counseling Association (NECA)

Membership in ACA is open to practicing counselors as well as students working on degrees in counseling. Of all professional organizations, ACA is the one most suited to HDC students.

American Association for Marriage and Family Therapy

American Association for Marriage and Family Therapy (AAMFT) is a nationwide organization specializing in the areas of marriage and family therapy. The credential offered by membership in AAMFT is potentially applicable to professional counselors. AAMFT does not provide certification per se, but rather has a clinical membership category. Eligibility criteria for the designation AAMFT Clinical Member include graduation from a graduate-level program composed of experiences as identified in the AAMFT accreditation standards. The criteria also include at least two hundred hours of supervised experience in marriage and family counseling, 1,500 hours of work experience in marriage and family counseling, evidence of having worked with at least 50 different families, and two years of postgraduate degree work experience supervised by a clinical member of AAMFT. See Adjunct HDC Professor, Brenda Dew, for further information.

American Educational Research Association

As the name implies, the American Educational Research Association is a national organization devoted to research in educationally related areas. The vast majority of members in AERA are college professors, graduate students and individuals conducting research in education or closely related areas. Of interest to HDC students, Division E of AERA is titled, Counseling and Human Development. Students interested in research or eventually contemplating a doctorate might consider a student membership in AERA.

Tennessee Counseling Association

Most of the associations previously mentioned in this section have state branches. In fact, some, such as ACA, even have Middle Tennessee branches. Your adviser can help you in locating the affiliate you are interested in. Membership materials are available in the HDC office.

The Tennessee Mental Health Counseling Association and the Tennessee School Counseling Association are divisions of the Tennessee Counseling Association. The Tennessee Counseling Association is a branch of the American Counseling Association. The purposes of the divisions are:

- a. To provide opportunities for continuing education to professional

counselors in Tennessee.

- b. To promote public confidence and trust in the counseling profession.
- c. To unite in one organization all persons engaged or interested in any phase of counseling and development work in Tennessee.
- d. To maintain and improve professional standards in the fields of counseling and development in the State of Tennessee.
- e. To encourage the development of counseling and developmental activities throughout the State of Tennessee.
- f. To coordinate counseling and developmental activities in Tennessee, functioning through public and/or private agencies.
- g. To serve as an agency for information and pertinent to present or contemplated counseling and development programs in the State of Tennessee.
- h. To disseminate information and focus public attention on legislation in any way affecting counseling and development in the State of Tennessee.
- i. To stimulate creative and experimental activities throughout TCA.

In addition to professional organizations, Vanderbilt University hosts throughout the year seminars, lectures and workshops regarding mental health, psychology, human development, education, and so on. Look each week at the program bulletin boards as well as those at the student center. The local mental health community also holds periodic workshops and lectures. Announcements of these events can be found in the two Nashville newspapers as well as on bulletin boards or in announcements in class.

Chi Sigma Iota

Chi Sigma Iota, the International Counseling Academic and Professional Honor Society, was established January 1, 1985. The impetus for the formation of an international honor society in counseling came from a desire to provide recognition for outstanding academic achievement as well as outstanding counseling service within the counseling profession. The purpose of the society as noted in Article 1 of the By-Laws is:

“To promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.”

(Chapter Leadership manual, revised May 2003, p. 3)

Chi Sigma Iota chapters serve as links within their respective communities to promote interaction between counselor educators, students, alumni, and local professionals. The chapters provide a forum for interaction, sharing of concerns, discussion of issues, and support for common interests.

(Chapter Leadership manual, p. 6)

The Eta Delta Chi Chapter of Chi Sigma Iota was formed for the purpose of promoting continuing education and scholarly and service activities to its members and the community at large. The chapter works to provide education and support to counselor educators, students, alumni, and other mental health professionals.

To become a member, students must have completed at least nine hours in the HDC master’s program and have a 3.5 GPA. Elections are held in the spring semester and new officers are announced at the annual spring banquet in May. Officers include:

- President
- Past-President
- Secretary
- Treasurer
- Member-at-Large – Community
- Member-at-Large – School

Additionally, the executive committee appoints committee chairs for membership, newsletter, and awards. Meetings are generally held once a month and other professional development and services may be scheduled throughout the year. For more information, consult the Chi Sigma Iota (Eta Delta Chi) home page at <http://www.csi-net.org/>

PERSONAL AND PROFESSIONAL EXPECTATIONS OF PROGRAM FOR STUDENTS

The HDC faculty has listed below expectations they have of students as they complete the HDC program. They are divided into personal and professional domains,

and it is recognized that there may be some overlap .

Professional Expectations

Knowledge and adherence to a professional code of ethics

Competency in oral and written communication skills

Knowledge of the wide range of life-span human development

Knowledge of the wide world of work, careers, and high technology

Sensitivity and knowledge to the diversity of populations and settings served by counselors

Commitment to the profession of counseling and all it entails

Demonstrated competencies in interviewing, group work, counseling, diagnosis, research, testing and consulting

A full and conscientious effort in each class and field setting to think critically and act with integrity

Personal Expectations

Heightened awareness of self and others

Openness to constructive feedback

To seek help when one is personally or professionally troubled

A well articulated personal code of ethics and responsibility

Motivation to work on areas one personally identifies as important to both personal growth and professional development.

DISMISSAL, REMEDIATION, AND ACADEMIC PROBATION

HDC Remediation Plan

In addition to the traditional evaluation procedures included in graduate training programs, students are continuously evaluated by the faculty in three domains: counseling

skills, competence in conducting professional relationships, and scholarship. Although the evaluation of these areas is conducted on a continuous basis, the student's progress is assessed at a biannual faculty meeting in which all students enrolled in the department are assessed.

If at any time a faculty member identifies that a student is having educational (e.g., oral or written presentation) or professionally related difficulties (e.g., interpersonal problems with supervisors or other colleagues), the preferred action would be for the student and adviser to meet informally to discuss a remediation program. The student should be made aware of the consequences of failure to remedy the problem (probation or withdrawal). In circumstances where informal attempts for rectifying the situation have proven unsuccessful, it may be necessary to initiate a formal process for consideration of probation and/or enforced withdrawal from the program which is initiated by a deficiency form being submitted to the program director, who will then make the department chair aware of the situation.

The rights of the student and the integrity of the program will be ensured by using the following steps:

- (1) The student and adviser will discuss the problem and try to outline ways to correct or rectify the problem.
- (2) A meeting will then be held with the student's adviser, the program director, and the student.
- (3) If the outcome of the meeting of the adviser, program director, and student is that the problem should be brought to the entire program faculty, a meeting of the faculty will be called and the student will be notified.
- (4) The program faculty will review oral and/or written responses to the action to take place on probation (if any) and make a final decision regarding the disposition of the case.
- (5) Whenever a student is placed on probation, the adviser will meet with the student and provide in writing the following information:
 1. A description of the problem;
 2. Courses of remediation;
 3. Criteria for ending the probationary status;
 4. A time frame for meeting the criteria; and

5. A detailed description of the consequences of not meeting the criteria within the time frame.

At the completion of the probationary time frame, the faculty will meet and review the student's progress. The student will be informed of the meeting and will have an opportunity to provide evidence to the group for consideration either in writing or in person. A decision will be made by a majority of the faculty to:

- (1) Return the student to full graduate status
- (2) Continue the probation
- (3) Terminate the student's program.

The student will be informed in writing by the program director of the decision. The student will be given the opportunity to respond in writing to this recommendation.

Academic Probation and Remediation

The academic standards and policies listed here have been established by the Peabody Faculty Council and are applicable to all professional students at Peabody. It should also be noted that all academic work carried by students at Vanderbilt is under the honor system inaugurated in 1875 when the university was founded. Each student, by registration, agrees to abide by its principles. Under the honor system, each student affirms the integrity of work performed.

All HDC students are also expected to become familiar with the Student Handbook available at registration which contains statements on the Honor Council, Graduate Student Conduct Council, Appellate Review Board, and related regulations. Please visit the following web site for further information:
http://www.vanderbilt.edu/student_handbook/Policies_and_Regulations.htm

As professional students, all HDC students whose cumulative average falls below 3.0 (B) are placed on academic probation and must achieve, as a minimum, a 3.0 grade point average for the next semester (or summer session) at Peabody. By the end of the second semester (or summer session) in which they enroll while on academic probation, they must achieve a cumulative grade point average of 3.0 or be subject to dismissal from the college. Under certain circumstances, a student who has been formally dismissed may be readmitted to the college. The Department of Human & Organizational Development Chair must review and recommend for the Dean's approval any request for readmission.

Dismissal or Violation of University Policy

HDC students as well as all professional students at Peabody College are expected to follow the rules and regulations of Vanderbilt University. This responsibility includes compliance with federal, state, and local laws as well as University policies and the code of ethics of the American Counseling Association. Those who fail in this responsibility will be subject to disciplinary action including dismissal from the University.

Students are subject to disciplinary action when they violate University policy (see Vanderbilt Student Handbook for greater detail), rules, or regulations, including but not limited to the following:

Obstruction or disruption of teaching, administration, University procedures and activities, or other authorized activities on University premises.

Physical or verbal abuse of anyone on University premises or at University-sponsored or supervised functions or conduct that endangers health or safety.

Conduct hazardous to the health, safety, or well-being of the University community.

Unauthorized entry or use of University facilities or possession or use of University property or property of others on University premises.

Forgery, alteration, or misuse of University documents, records, or identification, or knowingly furnishing false information to the University.

Failure to comply with authorized directions of University officials or representatives of student judicial bodies acting in performance of their duties.

Students are expected to observe the standards of the University for activities that occur off campus. In cases of misconduct that occur off campus in which the University has an interest, an individual may be disciplined.

Students charged with any violations of University rules, regulations or policies, have the full right to guarantees of fairness. These guarantees are described in detail in Chapter Five of the Vanderbilt Student Handbook. The web address is: http://www.vanderbilt.edu/student_handbook/Policies_and_Regulations.htm

Appeal Procedures For Students In Regard To University Policy

At Vanderbilt there is a graduate student council that has original jurisdiction in all instances of non-academic misconduct involving graduate and professional students. The council is composed of the Dean of Residential and Judicial Affairs, who serves as chair,

and two students and two faculty members of the Graduate School and each of the professional schools. Only the council members of the school in which a violation is alleged to have occurred participate in a hearing regarding that violation.

In addition to the Graduate Student Council, Vanderbilt has an Appellate Review Board chaired by a member of the faculty. Another faculty member and two student representatives from each school of the University complete the board.

- Decisions of honor councils
- Decisions of the student conduct councils
- Decisions of other organizations such as the Student Government Association
- Decisions of the Interfraternity, Panhellenic, and National Pan-Hellenic judicial boards
- Decisions of other designated University hearing officials

Greater detail about both the Graduate Student Conduct Council, the Appellate Review Board and appeals procedures can be found in Chapter 6 of the Vanderbilt Student Handbook. The web address is:

http://www.vanderbilt.edu/student_handbook/chapter3.html. It should be noted that in the case of charges being brought against a student the following might result:

Dropping of any and all charges.

Reprimand: An admonition and official warning.

Restriction: Loss of some privileges.

Fines: Published monetary fines for certain violations.

Disciplinary probation: Withholding the privilege of holding office.

Supervision: Dismissal from the University for a specified or indefinite period of time.

Expulsion: Permanent dismissal from the University.

Evaluation and treatment programs: For misconduct caused by the use of alcohol or other drugs, participation in an evaluation and/or treatment program by an approved counseling service may be required as a part of a sanction.

LEAVE OF ABSENCE

Any HDC student who withdraws from the University or who drops out for one or more semesters (excluding the summer session), must request a leave of absence. If granted, the leave of absence maintains the student's eligibility to register in future semesters. Leaves are granted at the discretion of the Dean and are for a specified period of time.

A student who has suspended matriculation without an approved leave or a student whose leave has expired will be required to reapply to the University and may be subject to new academic policies or new degree requirements, or both.

UNIVERSITY SERVICES

CAREER PLANNING AND PLACEMENT

The Career Planning and Placement Service at Vanderbilt University offers a unique and valuable service to HDC students. This service provides information and services to assist students in planning and securing satisfactory career placement upon graduation. Of special importance to graduate students, including those planning academic careers, is the resume and personnel file service that assists them in the presentation of credentials and recommendations. A list of school and college teaching and staffing positions is maintained. Other students will be interested in career planning and job search resources, including campus interviews with representatives from mental health, business, industry, government and community service.

The center also acts as a clearing house for summer, part-time and temporary off-campus jobs. Career/Life Planning Workshops are also open to interested students. In addition to assistance offered by the Career Planning and Placement Service, each graduate and professional program maintains an active role in placing its graduates. The director of the CPP Services is located in room 110 Alumni Hall. She can be reached by phone at 322-2750. To find out more visit their website at:

http://www.vanderbilt.edu/career/sa_gradss_1.html

VANDERBILT UNIVERSITY PSYCHOLOGICAL AND COUNSELING CENTER

The Psychological and Counseling Center, located at 1120 Baker Building on 21st Ave. S., is a broad-based service center available to students, faculty, staff members, and their immediate families. Services include:

Individual and group counseling for personal problems and issues

Group support programs for learning specific techniques or skills such as relaxation, assertiveness, marital communication, reading and study skills, and weight, stress, and time management

Administration of national testing programs

Career counseling

Outreach and consultation with faculty and staff

Students may make appointments by phoning the Counseling Center at 322-2571. Their web address is: <http://www.vanderbilt.edu/pcc/>

CENTER FOR TEACHING

Many HDC students participate in classroom instruction as part of assistantships. The Center for Teaching (CFT) was founded in 1986 to advance teaching excellence in the College of Arts and Science, and expanded in 1997 to serve the entire university. CFT's programs and services are thus available to any member of the university's teaching community, including full-time and part-time faculty, teaching assistants, post-doctoral fellows, and anyone else involved in the instructional process at Vanderbilt.

Through conducting confidential individual consultations, facilitating faculty and graduate student working groups, offering practical and theoretical workshops on teaching and learning, and providing other programs and services, CFT supports all aspects of the educational process. CFT's staff includes a director, assistant directors, a program coordinator, administrative support staff, graduate student teaching fellows, and undergraduate students. All of the senior staff members have earned Ph.D.'s and continue to teach at Vanderbilt in their respective fields. A complete list of CFT's programs and services can be found online.

CFT is located in Calhoun Hall, rooms 116 and 007.

Hours: 8:00 a.m. to 4:30 p.m., Monday through Friday

Web Address: <http://www.vanderbilt.edu/cft/index.htm>

FINANCIAL AID

There are many types of financial aid potentially available to HDC students. These include federal student financial aid funds, institutional scholarships, assistantships, and employment programs.

Any student desiring financial aid of any type is required to fill out the following:

1. The Free Application for Student Financial Aid (FAFSA) form.
<http://www.fafsa.ed.gov/>
2. The Vanderbilt University Financial Aid Application for Graduate and

- Professional Students <http://www.vanderbilt.edu/FinancialAid/missing.htm>
3. The Peabody College Application for Financial Aid
<http://peabody.vanderbilt.edu/x4547.xml>

All application materials for financial assistance may be downloaded by using the links above, obtained by writing the Peabody Office of Graduate Admissions and Financial Assistance, Box 327, Peabody College, Vanderbilt University, Nashville, TN 37203.

The Federal Family Education Loan programs (including the Federal Stafford Loan, subsidized and unsubsidized), the Federal Work-Study Program, and the Federal Perkins Loan are funded primarily through federal assistance and are available to graduate and professional students.

Each department at Peabody makes scholarship and assistantship awards annually. The faculty of the department reviews the students eligible for scholarship monies and determines the awards. This typically occurs in Feb – April. Criteria for awards include stated needs, scholarship, and the balance of new/returning students.

A number of assistantships are available within the HOD department. These include teaching assistantships for undergrad HOD courses, assistantships within the HDC program and research assistantships. A student interested in a graduate assistantship should give their resume to the HDC Program Director. An assistantship will either be a 20 hr/week assignment or a 10 hr/week assignment. The salary for these is usually accompanied by free tuition.

Work-study students are eligible to work up to 20 hours per week during the academic year. Work-study jobs are available in both the university and medical center. The graduate assistantships qualify as work-study jobs.

Students may also seek employment with faculty members receiving federal or foundation grants. To locate these positions, check with administrative assistants or faculty members in both the Peabody and Vanderbilt Psychology Departments, the Peabody Human & Organizational Development Department, the Peabody Special Education Department, the Vanderbilt Medical Center. For a listing of Vanderbilt student employment opportunities, please check the Student Employment website, <http://www.vanderbilt.edu/FinancialAid/fwsstudy.htm>

Peabody College has a strict policy that a professional student may not work more than 20 hours per week at all campus jobs combined.

SUPERVISED FIELD EXPERIENCES

Introduction

The inclusion of supervised field experiences in the Human Development Curriculum reflects a commitment to applied experiential learning opportunities under professional supervision. These field experiences are offered as two consecutive semesters of Internship and provide a core training opportunity for students enabling them to formalize a conceptual model for helping others.

The supervised field experiences in HDC draw heavily from the didactic portion of the curriculum as a philosophical and theoretical basis for counseling with clients in two primary settings: community agencies, and schools. This section of the handbook focuses on the supervised field experiences for the purpose of acquainting and orienting the HDC student to program requirements, policies, procedures, and expectations. This section is intended to answer all questions and clarify confusion generally associated with this aspect of training.

HDC Clinical Committee

All policies and procedures related to Internship in the HDC program are determined by and monitored by the HDC Clinical Committee. This Committee is comprised of all HDC faculty supervising interns and chaired by the HDC Clinical Coordinator. The HDC Clinical Coordinator, that faculty member responsible for coordinating all field placements, will be responsible for convening the Clinical Committee and chairing its activities. The Clinical Committee will meet on a regular basis to assess each HDC student's readiness for Internship based on their performance in prescribed requisite coursework. All HDC students will be screened in this manner.

All student questions, concerns, and problems related to the Internship should be addressed in writing to this Committee for consideration and action. Likewise, all faculty and program issues related to Internship will be referred to this Committee for action.

The HDC Clinical Coordinator in community counseling is Dr. Gina Frieden. She can be reached at 322-8484. E-mail address: gina.frieden@vanderbilt.edu. The HDC Clinical Coordinator in school counseling is Dr. Andy Finch. He can be reached at 322-8684. E-mail address: andrew.j.finch@vanderbilt.edu.

Prerequisites for Enrolling in Internship

As mentioned above, the HDC Internship draws from a foundation of coursework,

some of which are viewed as prerequisite and others of which will be taken concurrently. While students are encouraged to enroll in the Internship at the end of their program so that virtually all coursework is complete and foundational, there are four (4) specified courses which must be satisfactorily completed before any field work can be attempted. These courses are:

HDC3310: Theories of Counseling

Provides an overview of prevailing theories of counseling and psychotherapy.

HDC3850: Pre-practicum in HDC

Laboratory course designed to focus on the development of helping skills and techniques.

HDC3760: Group Dynamics

Highly experiential group experience which provides students with feedback on interpersonal skills and an arena for dealing with a variety of intra and interpersonal growth issues.

HDC3870: Practicum

(3 cr. hr.). Spring Semester

This course introduces the student to the agency or school setting and includes 100 clock hours on-site, including 10 group hours of observing and/or facilitating groups during the spring semester. The assessment includes an evaluation from both the site supervisor and the faculty supervisor.

No student will be permitted to register for an Internship without successfully completing the above coursework. Readiness for field work will be assessed by the HDC Clinical Committee based upon the student's performance in each of these requisite courses. This assessment process will enable program faculty to prescribe appropriate remedial experiences when needed and/or identify areas of concerns related to student performance which can then be monitored closely by field supervisors.

HDC Supervised Field Coursework

The HDC program requires that each student complete a minimum of one semester (3 credit hours) of Practicum (HR3870) and two semesters (6 credit hours) of Internship (HR3890). These courses are taken over consecutive semesters, with the Internship occurring during one school year, fall and spring. **No practicum or internship experiences are offered during the summer.** Registration for these supervised field experiences requires successful completion of the four prerequisite courses described

above and approval of the HDC Clinical Committee.

HDC3890 (01): Internship in Human Development Counseling
(3 cr. hrs.). Fall Semester

This course provides the introduction to direct service delivery to clients in an approved field site under direct supervision of both a faculty supervisor and an on-site supervisor. The experience is designed to facilitate the emergence of a personal theoretical model for helping others which is defensible, effective, and developmentally based.

There are four primary components to the initial Internship experience:

1. A minimum of 300 clock hours must be spent on site during the first 15-week semester. This time is to be monitored carefully and should include the full range of professional activities faced by counselors in the setting and including a minimum of 120 hours of direct service delivery to clients through individual and group counseling.
2. A 1 1/2 hour seminar each week on campus which focuses on professional issues, topics, and concerns related to community agencies or schools.
3. A one hour individual supervision session every other week with the supervising faculty member on campus.
4. A one hour individual supervision session weekly with the on-site supervisor.

Students are evaluated with a pass/fail grade which reflects an acceptable skill level as demonstrated by audio/video tapes and appropriate ethical, professional, and personal behaviors demonstrated on-site.

HDC3890 (02): Internship in Human Development Counseling
(3 cr. hrs.). Spring Semester

This second semester of Internship is viewed as the culminating experience in the program and is intended to move the student to a point of employability as a professional counselor. While on-campus supervision is still viewed as an essential element, there is a growing reliance upon on-site supervision during the internship as the student becomes more skilled and self-sufficient. The second semester of Internship may be taken upon successful completion of the beginning Internship with a grade of B or higher. There are four essential elements to the advanced internship experience.

1. A minimum of 300 clock hours must be spent on site during the 15-week semester of which a minimum of 120 clock hours must be spent in direct client service activities. This time is to be monitored carefully and should include the full range of professional activities engaged in by professional counselors on that site.
2. A weekly 1 1/2 hour group seminar during the semester which focuses on professional issues, topics, and concerns related to community agencies or schools.
3. Regular supervision on-campus for 1 hour every other week with the supervising faculty member.
4. Weekly on-site individual supervision session with the assigned on-site supervisor.

Note: The student will spend a minimum of one hour per week in individual supervision with either the faculty or on-site supervisor.

Students in internship are evaluated on a pass/fail scale. A passing grade reflects an acceptable knowledge and skill level as well as appropriate ethical, professional and personal demeanor on site.

School Counselor Internship Components

The American School Counselor Association (ASCA) published a national model and framework for school counseling programs in 2003, with revisions in 2005. The model promotes for general delivery system components, each of which should be experienced by the school counseling intern during their time on-site: school guidance curriculum, individual student planning, responsive services, and system support. According the framework (American School Counselor Association, 2005), these components address the following specific practices, most if not all of which, should be experienced or observed by the intern:

School Guidance Curriculum

Classroom instruction – instruction, teaching, or assistance in teaching school guidance in classroom, career center, or other facilities

Interdisciplinary curriculum development – interdisciplinary teams that integrate school guidance with subject matter

Group activities – small groups outside the classroom to respond to student

needs/interests

Parent workshops and instruction – to address needs of school community and reflect school guidance curriculum

Individual Student Planning

Individual or small-group appraisal – analyzing and evaluating students’ abilities, interests, skills, and achievement, often through test data, to develop immediate and long-term plans; includes yearly revision of academic plans

Individual or small-group advisement – advise using personal/social, educational, career, and labor market information in planning personal, educational, and occupational goals; should involve students, parents/guardians, and the school. Might include test score review, promotion/retention information, career decision-making, yearly course selection, financial aid, interest inventories, senior exit interviews, four-year plans, social skills, test-taking strategies, college selection, job shadowing, senior-planning appointments, behavior plans

Responsive Services

Consultation - consult with parents or guardians, teachers, other educators and community agencies regarding helping strategies for students and families; serve as student advocates

Individual and small-group counseling – for students to express difficulties dealing with relationships, personal concerns, or normal developmental tasks; normally short-term in nature; make referral for therapy when necessary

Crisis counseling – prevention, intervention, and follow-up; short-term and temporary in nature; make referral when necessary; leadership role in district crisis intervention team

Referrals – use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties; may include mental health agencies, employment and training programs, juvenile services, and other social/community services

Peer facilitation – train students as peer mediators, conflict managers, tutors, and mentors

System Support

Professional development – involved regularly in updating and sharing their knowledge

and skills through:

- In-service training
- Professional association membership & participation

Consultation, collaboration, and teaming – provide contributions to school system though:

- Consultation – with teachers, staff members, and parents/guardians to provide information, to support the school community, and to receive feedback on emerging needs of students
- Partnering with staff, parents/guardians, and community relations
- Community outreach – visit local businesses, industries, and agencies to become more knowledgeable about community resources and referral agencies, field trip sites, and employment opportunities
- Advisory councils – in school and community
- District committees – on-site and district departments, curriculum committees, and advisory boards

Program management and operations – planning and management of the school counseling program as well as responsibilities that need to be fulfilled as a member of the school staff

- Management activities – budget, facilities, policies and procedures, research, and resource development
- Data analysis – analyze student achievement and counseling-program related data to evaluate the program, discover gaps that exist between different groups of students
- Fair share responsibilities – as team members within the educational system

American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: American School Counseling Association.

Security Clearance, First Aid, & CPR for School Counseling Students

School counseling students may have experience in Metro Nashville Public Schools at some point. The legal department of the Nashville Public Schools system has determined, with Board of Education approval, that all university students in practicum, student teaching, or internship placements in Metro Nashville schools must be fingerprinted before they can enter Metro Nashville public schools. As a result of fingerprinting, a TBI/FBI background check will also be done for each student. The \$48 cost, to be paid at the time of fingerprinting by the student, covers both the fingerprinting and the TBI/FBI

background checks. The security clearance is valid throughout the undergraduate or graduate program, and extends to applications for substitute teaching and teaching positions in the Metro Nashville school system.

Fingerprinting instructions for Peabody College students can be found online at: http://peabody.vanderbilt.edu/licensure/security_clearance.html

State standards also require that school counseling students have knowledge and skills to deal with emergency situations in schools. Peabody requires first aid and CPR training for school counseling students. The **Vanderbilt Recreation Center** offers training three or four times each fall and spring semester. Other appropriate facilities, such as the Red Cross, American Heart Association, YMCA/YWCA, hospitals, etc., may be used. A copy of the first aid and CPR cards must be submitted to the Office of Teacher Licensure. Standard First Aid and CPR appropriate to the inclusive ages of your endorsement are required.

Make a copy of the fronts of the cards and send them to the Office of Teacher Licensure via fax (cover sheets not needed) at 615-343-3474, hand delivery to 210 Peabody Administration Building or mail:

Office of Teacher Licensure
Peabody 501
Vanderbilt University
Nashville, TN 37203

If you have additional questions about fingerprinting or first aid/CPR certification requirements, please contact Chris LaFevor in the Office of Teacher Licensure at 615 322-8270 or [via email](mailto:chris.LaFevor@vanderbilt.edu) at chris.LaFevor@vanderbilt.edu

Criteria for Selecting Field Site

The selection of a site for the Internship is an extremely important process and thus should be started early and in consultation with the Clinical Coordinator. Students should select a field site which is consistent with their career goals. In addition, the student is strongly urged to remain with the same site for the entire academic year. Changing sites in mid-year or splitting sites is highly discouraged and will not be allowed unless there are extenuating circumstances requiring it. Such decisions will be made by the HDC Clinical Committee. The exception to this policy involves school counseling internship placements which must span a K-12 placement (see Dr. Finch for information about meeting this requirement). School counseling interns are required to work with elementary, middle, and high school students over the course of their practicum and internship.

In order for a site to be accepted as a placement for either practicum or internship, the following criteria must be met:

1. The site must represent an agency, university, or school setting, thus having an identifiable administrative and organizational structure. An individual private practice is not an acceptable placement site.
2. The site must provide for a supervisor to work with the student. This site supervisor must have at least a master's degree in counseling or closely related field and a minimum of two years experience.
3. The site must be able to provide at least three on-going clients throughout the semester. These clients would be in addition to other more short term client involvements. It would be highly advisable to also avail oneself of small and large group counseling opportunities.
4. The site must allow for the audio taping of individual counseling sessions. Such tapes will be used for supervision purposes only and will be made under proper guarantees of privacy, confidentiality and anonymity.

In exchange for these services provided by the site, the HDC student must be willing and able to provide the field site with the following:

1. A time commitment to the site commensurate with the requirements of the course and with the agreement reached with the site. For the Fall and Spring semesters this involves a minimum of 300 clock hours of hours of internship per semester.
2. A willingness to participate in all professional activities at the site typically

included in the professional role of the counselor in that setting.

3. A guarantee that at the conclusion of the semester, all clients under the responsibility of the HDC student will be appropriately terminated or referred to other professionals.

All students desiring school counselor certification must complete their practicum and internship in a school setting under the direct supervision of the certified school counselor. This placement must encompass K-12 grade levels.

| Clinical Instruction - HDC | | | | | |
|---|---------------------|---------------------|---------------------------------------|---------------------|---------------------|
| Fall – First Year | | | Spring – First Year | | |
| Course | CL Hours | CO Hours | Course | CL Hours | CO Hours |
| HDC3310 Theories of Counseling (3) | 0 | 0 | HDC3870 Practicum (3) | 100 | 40 |
| HDC3850 Prepracticum (3) | 40 | 15 | HDC3760 Group Dynamics (3) | 20 | 0 |
| Fall – Second Year | | | Spring – Second Year | | |
| Course | CL Hours | CO Hours | Course | CL Hours | CO Hours |
| HDC3890 Internship (3) | 300 | 120 | HDC3890 Internship (3) | 300 | 120 |
| 340 | | 135 | TOTAL HOURS | | 760 |
| | | | | 420 | 165 |
| | | | | 760 | 240 |

Please note:

1. CL = Clock Hours and CO = Client Contact Hours
2. Successful Completion of HDC3870 is a prerequisite to taking HDC3890 in Fall – second year.

Activation of Field Placement

The HDC student has the latitude of selecting field site experiences from a number of agencies and schools within the greater Nashville area. Each field site must be consistent with the individual's career goals and must also meet the field site criteria already mentioned. Students must meet with the clinical coordinator prior to contacting any potential site. This must occur the semester preceding their actual placement.

The clinical coordinator serves as a resource person to assist the student in identifying approved sites and in activating the proper procedures for contacting these sites. Sites usually require a screening interview to assess the appropriateness of placement.

Final commitment to specific placement is contingent upon agreement among the site supervisor, student, and clinical coordinator. The clinical coordinator will provide a written contract which finalizes the site placement.

Field site placements involve counseling supervision from both site supervisors and program faculty. Faculty and site supervisors need the opportunity for direct interfacing. Because of the importance of this liaison, students may not obtain field placements outside the greater Nashville area. Any exceptions must be formally submitted as a written request to the clinical coordinator. The coordinator will then review these exceptions in collaboration with the clinical committee.

Formal Contracts Required for Placement

Students must have a contract for field site placement that is signed by the site supervisor. These contracts are provided by the clinical coordinator and signify the completion of the placement process. The contract must be on file June 1st, prior to the first day of placement. The site contract is used to activate liability insurance during the period of placement.

Evaluations

The student can expect evaluations of performance from both the faculty instructor and the site supervisor. The faculty instructor will give on-going feedback throughout the semester during individual supervision sessions. Site supervisors will be asked to complete written evaluations twice during each semester of field placement.

Evaluations will include, but not be limited to, issues of skill progress, personal style, ethical conduct, and professionalism. The student will also have the opportunity to

evaluate their own faculty instructor, site, and site supervisor. Criteria for final grades for the site experience will be outlined by individual faculty instructors.

Policies for Field Experience

The HDC clinical committee will be the program unit to recommend policies and to address issues relevant to all field experiences. This committee will be chaired by the clinical coordinator.

The following policies are currently in effect:

1. All sites must meet the selection criteria and must be approved by the clinical coordinator.
2. One may begin their field site placement only after they have successfully completed the prerequisite courses.
3. All site placements must be within the greater Nashville area. Requests for exceptions to this must be made in writing to the HDC clinical committee.
4. All community agency site placements are to be made for the duration of two consecutive semesters. Requests for site changes within or between these semesters must be made in writing to the HDC clinical committee.
5. All student complaints and grievances related to field experiences will be heard by the HDC clinical committee, which in turn, will make a recommendation for action to the program director.
6. All claims of unethical or unprofessional practice made against an HDC student enrolled in a field experience will be heard by the HDC clinical committee, which in turn, will make a recommendation to the program director.
7. Any student who receives a failing grade in a field-based course will be required to repeat that course before going on to the next level of training or before being allowed to graduate.
8. If the student is evaluated as being unable to engage in counseling activities because of personal interferences, a course of action will be recommended by the HDC clinical committee.

IMPORTANT NOTICE

In compliance with the federal law, Vanderbilt University does not discriminate on the basis of race, religion, color, sex (as required by Title IX of the Education Amendments of 1972), age, military service, handicap, or national or ethnic origin in its administration of education policies; scholarship and loan program; athletic or other University-administered programs or employment.

The University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations and provisions, including those stated in these guidelines and other publications, and to refuse admission to any student, or to require the withdrawal of a student from the University. All students, full or part-time, who are enrolled in Vanderbilt courses, are subject to the same policies.

APPENDICES

Appendix A

Program of Studies
(School Counseling Track and Community Counseling Track)

HUMAN DEVELOPMENT COUNSELING PROGRAM
PROGRAM OF STUDIES – SCHOOL COUNSELING TRACK

Name: _____ Adviser: _____

Date Filed: _____ S.S.#: _____

| AREA | COURSE # | COURSE TITLE | CR | SEMESTER |
|----------|----------|---|----|----------|
| I | HDC3660 | Developmental Counseling Psychology | 3 | |
| | HDC3340 | Foundations of Professional School Counseling & Guidance | 3 | |
| II | HDC3310 | Theories of Counseling | 3 | |
| | HDC3850 | Prepracticum | 3 | |
| | HDC3870 | Practicum | 3 | |
| | HDC3890 | Internship | 3 | |
| | HDC3890 | Internship | 3 | |
| | HDC3420 | Theories & Techniques of Couns. w/ Children & Adolescents | 3 | |
| III | HDC3760 | Group Dynamics | 3 | |
| IV | HDC3600 | Social, Legal and Ethical Issues in Counseling | 3 | |
| | HDC3470 | Psychology of Careers | 3 | |
| | HDC3680 | Counseling Diverse Populations | 3 | |
| | SPED3000 | Education & Psychology of Exceptional Learners | 3 | |
| V | HDC3510 | Appraisal & Assessment | 3 | |
| VI | HDC3840 | Research in Counseling | 3 | |
| Elective | | | | |

Total: 48 sem. hrs.

Student Signature _____ Date _____ Adviser Signature _____ Date _____

Program Coordinator Signature _____ Date _____ Department Chair Signature _____ Date _____

Dean's Signature Date

Electives:

- HDC3400:Marriage & Family Counseling
- HDC3460:Diagnosis & Treatment Using the DSM-IV-TR
- HDC3460:Trauma: Impact & Intervention
- HDC3480:Addictions
- HDC3670:Advanced Developmental Counseling
- HDC3550:Developmental Approach to Personal Loss & Grief

HUMAN DEVELOPMENT COUNSELING PROGRAM
PROGRAM OF STUDIES – COMMUNITY COUNSELING TRACK

Name: _____ Adviser: _____

Date Filed: _____ S.S.#: _____

| AREA | COURSE # | COURSE TITLE | C R | SEMESTER |
|-----------|----------|--|--------|----------|
| I | HDC3660 | Developmental Counseling Psychology | 3 | |
| | HDC3670 | Advanced Developmental Psychology | 3 | |
| II | HDC3310 | Theories of Counseling | 3 | |
| | HDC3850 | Prepracticum | 3 | |
| | HDC3870 | Practicum | 3 | |
| | HDC3890 | Internship | 3 | |
| | HDC3890 | Internship | 3 | |
| III | HDC3760 | Group Dynamics | 3 | |
| IV | HDC3600 | Social, Legal and Ethical Issues in Counseling | 3 | |
| | HDC3470 | Psychology of Careers | 3 | |
| | HDC3680 | Counseling Diverse Populations | 3 | |
| V | HDC3510 | Appraisal & Assessment | 3 | |
| | HDC3460 | Diagnosis & Treatment Using the DSM IV-TR | 3 | |
| VI | HDC3840 | Research in Counseling | 3 | |
| Electives | | | | |
| | | | | |

Total: 48 sem. hrs.

| | | | |
|-------------------------------|-------|----------------------------|-------|
| _____ | _____ | _____ | _____ |
| Student Signature | Date | Adviser Signature | Date |
| _____ | _____ | _____ | _____ |
| Program Coordinator Signature | Date | Department Chair Signature | Date |
| _____ | _____ | _____ | _____ |
| Dean's Signature | Date | | |

- Electives:
- HDC3400:Marriage & Family Counseling
 - HDC3410:Advanced Marriage & Family Counseling
 - HDC3420:Theories & Techniques of Counseling with Children and Adolescents
 - HDC3460:Trauma: Impact & Intervention
 - HDC3480:Addictions
 - HDC3550:Developmental Approach to Personal Loss & Grief
 - WS-244:Women's Studies
 - PSY2320:Adolescent Development

Appendix B
Intent to Graduate

PEABODY COLLEGE OF VANDERBILT UNIVERSITY
ADMINISTRATION & RECORDS
216 ADMINISTRATION BUILDING
PHONE: 615-322-8400
FAX: 615-322-8401
PEABODY COLLEGE OF VANDERBILT UNIVERSITY
BOX 327 PEABODY STATION " NASHVILLE, TN 37203
NOTIFICATION OF INTENT TO GRADUATE PROFESSIONAL DEGREES

INSTRUCTIONS

DATE: _____

1. Please provide all information requested. It is necessary for completion of graduation checkout and preparation of the Commencement program.
2. Send the completed form to the Peabody Administration & Records Office.

I INTEND TO COMPLETE ALL DEGREE REQUIREMENTS AND GRADUATE IN:
May 20____ Aug. 20____ Dec. 20____

NAME (exactly as it appears on your permanent record):

First Middle/Maiden Last

STUDENT ID# _____ **HOMETOWN** _____
(required for Commencement Program)

DEGREE EXPECTED (please circle) M.Ed. Ed.D. Other _____

MAJOR (as approved on your Program of Studies): _____

MAJOR PROFESSOR OR ADVISER:

OTHER DEGREES HELD AND GRANTING INSTITUTIONS

Exact Degree Title Year Institution Location

ADDRESS: _____

City State Zip Code

DAYTIME TELEPHONE: _____

PERMANENT ADDRESS: _____

City State Zip Code

TELEPHONE: _____

DEGREE REQUIREMENTS YET TO BE COMPLETED: (Include all courses with the grade of "I" or "IP")

Discipline-Number Title Credit Hours Instructor Sem/Yr.

Completion of Thesis, Independent Study, Doctoral Study, or Dissertation

Comprehensive Examination

Dissertation Defense Revised 4/14/00 (Irc/Peabody Registrar Forms/Notification of Intent to Graduate.doc)

Appendix C

Request for Master's Written Comprehensive Examination

Declaration of Intent to Submit Master's Thesis

HUMAN DEVELOPMENT COUNSELING PROGRAM
Request for the Master's Written Comprehensive Examination

Student Name

Mailing Address

Home Telephone/Business Telephone

I hereby request permission to take written/oral comprehensive examinations for the M.Ed. Degree in the _____ semester, 20____.

My Program of Studies for the Master's degree was approved by the Department Chair in the _____ semester, 20____. I have completed at least 30 semester hours of at least B average coursework toward the M.Ed. Degree.

I request to be examined in the three HDC curriculum areas listed below and have obtained the agreement of the professors designated as readers.

| <u>Curriculum Area</u> | <u>First Reader</u> | <u>Second Reader</u> |
|-------------------------|---------------------|----------------------|
| II | _____ | _____ |
| Special Topic | _____ | _____ |
| Oral Examination | _____ | _____ |

Signature of Faculty Adviser

Student Signature

Date

Date

*First Reader develops exam question from bibliography and area focus submitted by student for special topic questions. First and Second Readers evaluate exam responses on a 3.0 scale and the scores are averaged for each question. An average score of 2.0 on each area is required to pass.

Sample Comprehensive Examination Format

YOUR NAME HERE

Special Topic Question

First Reader:

Second Reader:

Focus: The helping relationship from a systematic human resource development perspective, including conceptual framework, therapeutic skills and application, and implications for counseling.

Carkhuff, R. (1972). The development of systematic human resource models. *The Counseling Psychologist*, 3, 4-11.

Carkhuff, R. (1972). New directions in training for the helping professions: Toward a technology for human and community resource development. *The Counseling Psychologist*, 3, 12-30.

Corey, G. (1982). *Theory and practice of counseling and psychotherapy* (2nd ed.). Monterey, CA: Brooks/Cole.

Corey, G., Corey, M., & Callahan, P. (1979). *Professional and ethical issues in counseling and psychotherapy*. Monterey, CA: Brooks/Cole.

Egan, G. (1982). *The skilled helper: Model, skills, and methods for effective helping* (2nd ed.). Monterey, CA: Brooks/Cole.

Ivey, A. & Simek-Downing, L. (1980). *Counseling and psychotherapy: Skills, theories, and practice*. Englewood Cliffs, NJ: Prentice-Hall.

Rogers, C. (1961). *On becoming a person*. Boston: Houghton Mifflin.

DECLARATION OF INTENT TO SUBMIT MASTER'S THESIS

Department of Human and Organizational Development
Division of Human Development Counseling

Student's Name _____ ID# _____

Current Address _____

(City, State) _____ Zip _____

Anticipated Graduation Date _____

Adviser's Name _____

Major Adviser's Signature _____

Area of Degree Concentration **school/community (circle one)**

Title of Master's Thesis: _____

Home Phone Number: _____

Work Phone Number: _____

PLEASE ADVISE THIS OFFICE AT 615/322-8484 IF YOU CHANGE YOUR ADDRESS

Appendix D

State Licensure Requirements for School Counselors

Tennessee State Board of Education
Licensure Standards: Professional School Counselor
(Pre-K through 12)

Date Standards Adopted or Most Recent Revision: October 21, 2005

Professional school counselors support teachers, other professional personnel, and parents in addressing the needs of students related to academic and career preparation and personal growth and development. An emphasis on teaching for prevention calls for the counselor to become a member of the instructional team, working closely with teachers. The counselor also works closely with school social workers, school psychologists, and family resource center staff in designing a team approach to meet student needs and overcome barriers to learning.

The professional school counselor provides instruction in small and large group settings, provides personal counseling and career guidance to individual students, and works with teachers to assist them in their role as advisers. The counselor also communicates with and provides education to parents. To assist counselors in responding effectively to the requirements of this role, institutions of higher education and local schools must collaborate in the design and implementation of professional school counselor preparation programs.

Prospective school counselors will complete studies in professional school counseling. The education and professional development of a counselor is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. Counselor preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.
2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.
3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.

4. Ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.
5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.
6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.
7. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.
8. Ability to plan, manage, deliver, and evaluate a comprehensive PreK-12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.
9. Understanding of the ethical and legal standards of school counseling professionals.
10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.
11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.
12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

Program Implementation Standards

1. Candidates for licensure as a professional school counselor complete an approved preparation program in school counseling and a graduate degree.
2. Candidates for licensure acquire the knowledge and skills specified for professional school counselors. Candidates are recommended for licensure by an institution with an approved program in professional school counseling.

3. Professional school counselor candidates serve schools with grades pre-kindergarten through 12. Preparation programs will have identifiable aspects of both PreK-6 and 7-12 grade levels.

4. Institutions of higher education with approved preparation programs for professional school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.

5. Institutions of higher education and local school systems jointly organize the professional counselor clinical experience, comprised of both practicum and internship experiences, and are delineated in a written agreement. The clinical experience is the equivalent of at least a full semester in length. School counseling opportunities at both the PreK-6 and 7-12 grade levels will be provided to the candidate during the clinical experience. The combined school settings include a diversity of students. Candidates have an opportunity to demonstrate skills in individual and group counseling, teacher and parent consultation, classroom guidance, building cooperative relationships in the school, leadership, advocacy, and development of partnerships with community resources.

6. Candidates participating in the clinical experience are advised and guided by a site supervisor who has at least two years experience as a school counselor. Individuals serving as site supervisors are selected jointly by the school system and the institution of higher education, receive training as a site supervisor, and indicate a willingness to serve and to remain current in their field.

7. Professional school counselor candidates without prior teaching experience will have an additional orientation experience in a school as an early part of the preparation program. The orientation experience provides candidates the opportunity to observe, participate in, and analyze classroom instruction. The orientation provides the candidate with teaching experiences and feedback regarding the candidate's teaching.

8. Institutions of higher education offering approved programs in school counseling develop and submit to the State Department of Education for approval admissions procedures that include:

a) Assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; and

b) An interview or review of the candidate's application by an admissions board comprised of one or more practicing school counselors as well as one or more faculty from curriculum and instruction, educational administration, professional school counseling, or other appropriate faculties.

9. Programs school counseling reflect the current knowledge base in school counseling and in teaching and learning, include faculty members in professional school counseling and other appropriate faculties, and are approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs are encouraged to meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

10. School counselors who serve in a supervisory role are not required to have an endorsement in administration/supervision or as a beginning administrator; however, they are encouraged to attain comparable administrative preparation.

11. Licensed school counselors who are candidates for an initial teaching license are not required to have an additional induction experience (either as an enhanced student teaching semester or a year-long internship).

12. Candidates from Tennessee and from other states who are licensed and endorsed at the graduate level in school counseling in Pre-K-8 or 7-12 may be granted the PreK-12 license provided they have met one of the following conditions:

a) The candidate has at least one year of documented successful counselor experience in the grade span not covered by the existing endorsement and has a positive recommendation by the school; or

b) The candidate has six hours of graduate course work in current content in school counseling in the grade span not covered by the existing endorsement. Candidates submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing.

If the candidate lacks (a) or (b), the candidate may be issued an Alternative Type I license endorsed counseling Pre-K-12, provided the superintendent indicates an intent to employ. The candidate must complete the required six hours of course work in current content in the area of school counseling in the grade span not covered by the existing endorsement. Candidates must submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing before the alternative license is renewed or before issuance of a regular license.

13. Candidates who have not yet completed the required clinical experience may be employed on an Alternative License Type I provided that the following conditions are met:

- a) The counselor preparation institution in which they are enrolled certifies that the candidate can complete the PreK-12 school counselor program within two years consistent with the institution's criteria;
- b) The candidate receives appropriate supervision by the institution during the clinical experience; and
- c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week and provide the opportunity to meet the grade level requirements necessary to certification.

14. Candidates who hold a graduate degree in community/agency counseling may be employed on an Alternative License Type I, provided the following conditions are met:

- a) The candidate is enrolled in an approved graduate program in professional school counseling;
- b) The candidate has completed at least 24 hours in graduate course work applicable to the professional school counseling program; and
- c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week.

15. Candidates who hold at least a master's degree in a counseling program or related field, such as school social work or school psychology, and have appropriate clinical experience may be employed on an Alternative Type II license provided the following conditions are met:

- a) The candidate successfully completes the specialty examination required by the State Board of Education; and
- b) The local education agency certifies that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week; and

Prior to the first renewal of the alternate license, the candidate must enroll in an approved professional school licensure program and must submit evidence of satisfactory annual progress. The candidate must complete course work appropriate to the candidate's needs not

to exceed 24 semester hours in an approved professional school counselor licensure program before the issuance of a regular license.

16. All candidates teaching on alternative licenses must be evaluated in accordance with procedures approved by the State Board of Education. Prior to the first renewal of the license, the candidates must have completed a successful evaluation.

17. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating school counselor preparation programs: Tennessee Model for Comprehensive School Counseling (2005); CACREP 2001 Standards for Accreditation, Council for the Accreditation of Counseling and Related Educational Programs (2001); Ethical Standards for School Counselors (2004); Code of Ethics, American School Counselor Association (2005); and current research related to school counseling.

18. The revised standards become effective no later than September 1, 2007.